

Childhood Education

Toward Maturity: A Mid-century Challenge

MATURITY:

What Is It?

SEPTEMBER 1950

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For Those
Concerned
with Children

To Stimulate Thinking
Rather Than
Advocate Fixed Practice

Next Month—

"Toward Maturity: Using Our Cultural Heritage" is the theme for next month's issue. The special guest editor, Wanda Robertson, discusses materials for helping children understand and use their heritage.

Leonard Kenworthy writes on using the cultural past to build understanding. Lorene Fox deals with "exploding myths."

A symposium on desirable practices describes how a first grade learns about the family, reports how student teachers learned about the cultural heritage of a community, and tells of what ballads have to offer.



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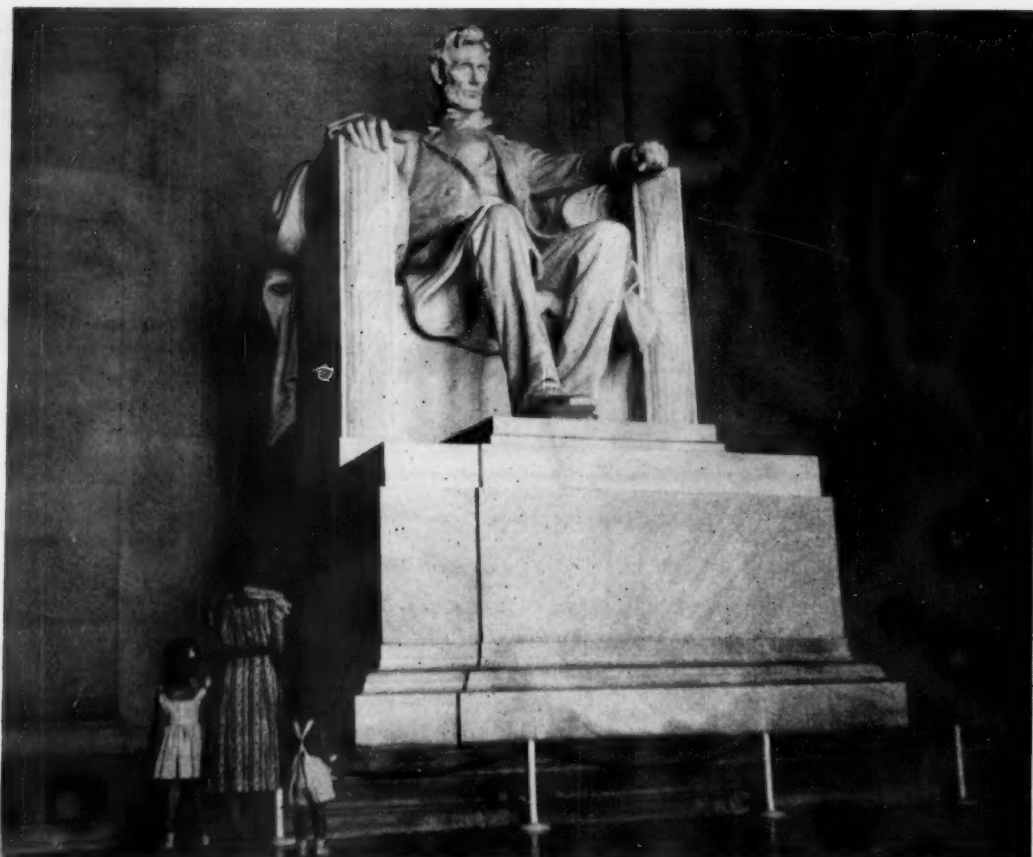
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Photo, courtesy Isabelle Grayman

.... some keys as to how education can help children respond with the maturities called for.

Maturity: What Is It?

THESE ARE TIMES THAT CALL FOR MATURITY. THESE ARE DANGEROUS times with perhaps a world at stake. And the tomorrow that we can see looks more demanding, rather than less.

In this pressure we rightly give much thought to "maturity." What is it? How does it come about? But maybe first-off we must remind ourselves: goals that become too precious to us—be they reading or honesty or good eating or "maturity"—always have a trap. We want them so much that we push too hard. We become so single-minded that we ride over children. Our very urge to have them achieve kills their chance for success.

What is it? And how does it come about? We are apt to think of "maturity" as some fixed point . . . for children usually a far-off point

in the future. And it is easy to identify "maturity" with some specific points . . . more commonly the good and the nice, the fitting-in and the non-troublesome conforming way of acting.

Once again the trap is there, the hidden invitation and the subtle lure to drive on too hard until the specific and far-away point in the future is reached.

To be sure we get what we want this is the time to look at what it is we are after. "Maturity" probably is not something static and fixed so much as it is a *relative* thing. "Maturity" probably is not something definable and predictable so much as it is an *appropriate* thing. "Maturity" probably is not something learned and accomplished so much as it is a *judging-deciding* kind of thing.

The mature way at times certainly is to turn the other cheek and in other situations to rebel. The mature way at times certainly is to cooperate and, in other situations, to take the lone stand you believe is right. The mature way must take on some of its rightness from an assessment of the external situation in which you find yourself.

But "maturity" also has its internal note. There must be a concept of the mature infant, just as there is a mature adult or a mature nation. Ego-centricity, demanding, sleeping . . . these must be as much the hall-marks of a maturity as are altruism, sharing or working at some later age.

"Maturity" probably is not something conforming so much as it is a *balancing* thing. "Maturity" probably is not something final so much as it is a *developmental* thing. "Maturity" probably is not something singular so much as it is a *plural* thing, with maturity evolving out of maturity.

MATURITY: WHAT IS IT? RELATIVE . . . WITH A NOTE OF APPROPRIATENESS . . . strongly dependent on judgment . . . personal as well as social . . . with a changing balance . . . and continuously developing—perhaps these give us some keys as to how education can help children, parents, communities, nations respond with the maturities called for.—JAMES L. HYMES, JR., *professor of education, George Peabody College for Teachers, Nashville, Tennessee.*

Special Acknowledgment

EACH ISSUE OF CHILDHOOD EDUCATION FOR 1950-51 IS BEING PLANNED under the direction of a special guest editor. It is fitting that the guest editor for this September number is Frances Mayfarth, our former editor, who is now assistant professor of education at New York University.

TOWARD MATURITY—

Mid-century Challenge

Dorothy Lee, consultant in research, Midcentury White House Conference on Children and Youth, discusses maturity as a process—"a becoming." She stresses the importance of real, as opposed to contrived, situations, in the development of maturity.

MATURITY IS GENERALLY HELD TO BE a quality of the healthy personality; and insofar as personality is considered as dynamic, developing through life, maturity itself must be a process. I shall discuss it here as such; not as an optimum state, to be achieved at adulthood, but as a becoming, a "maturing"; as a dimension of complete experience. A maturing experience will be taken to be one with which the individual deals responsibly and directly, with no protective barrier; responsibility and contact with reality in general shall be considered essential to maturing.

In discussing maturity I shall take up certain attitudes implicit in American culture which have a bearing on the opportunity for maturing experience provided for the child; and I shall bring in material from other cultures by way of comparison and illumination. By American culture, I mean actualized experience, as well as a set of aspirations. I refer here, not only to practice, but also to premises and concepts underlying the practice; to the unconscious assumptions and formulations upon which we make our decisions and base our policies. This culture, either as experienced at home or as aspired to, constitutes a large part of the raw material with which the school has to deal, either as motivating and phrasing the behavior of the children and

their parents, or as basic to the outlook of the personnel of the school itself.

Maturity and Cultures

At what age can the individual be exposed to maturing experience? We get different answers from different cultures. Some cultures treat children as fully equal to adults. In these a child is treated from birth with the same respect, the same absence of special privilege, on the same principle of democratic consent, as an adult. At this early age, of course, the child cannot take advantage of his right to initiate action or make decisions. But it is not a question, actually, of the exact age at which responsibility is accorded. Rather, it is a question of interpersonal relations. The right accorded to the child is an expression of the attitude of the adult toward the child, of the acceptance, trust, and respect which make it possible for the adult to treat the child as if he is able to take on as much responsibility as his individual capacities will allow him. This means that the adult is in the role of consultant; a helper, not of dictator. He guides; he does not coerce.

A field worker at Harrison Lake, Canada, reports that she noticed a two-year-old Indian boy having difficulty in keeping his hair out of his eyes. She asked the mother why she did not cut

the boy's hair, and the mother replied in all seriousness, "He has not asked me to cut it."

In our own society, on the other hand, we have assumed that maturity is synonymous with adulthood, and that only the mature, the adults, can deal with the realities of life. So maturing experience is open only to adults. Children are put conceptually, and for a large part of the time physically, also, in a world of their own, to which the adult condescends with baby talk, or with some special kind of chivalrous behavior.

Our culture holds that the impact of reality is harsh, and that, therefore, there must be a period of preparation for this impact. This assumption is so permeating that it finds expression in all areas of life. We find it in trivial as well as in serious matters. For example, our meals, ideally, start with a light soup, by way of preparing us for the steak; our concerts start with Corelli, by way of introducing Beethoven's Ninth symphony. College students have suggested that they should be "prepared" before they are shown the movie on *Birth of a Baby*. In the sphere of writing, under the guidance of journalism, we are learning to do away with the long preamble; but this is difficult for many of us, because we feel the need for preparing.

In the same way, we feel that our children must be prepared gradually for the realities of adult life. And schools, in their increasing stress on training *in*, not *for*, experience, find themselves without support from society at large. They have to teach *about* birth and death and love and defeat, because society at large will not permit the children to participate in these situations in "real" life, or to share in the emotional experience of adults in the ordinary course of events. The schools have to create situations for

effective work and for responsibility, since the children are protected from these at home and in the community.

Work and responsibility are conceived of as separate entities in our culture and are included among the harsh realities of adult living. We make a rigid dichotomy between means and ends, and relegate work to the status of means; that is, we find no value in it, since satisfaction lies always in the future goal, in the pay envelope, the course grade, the prize, the achieved result.

Responsibility itself is burdensome. Like duty, it is viewed negatively, not positively as a channel for creative action. We fear it, and rightly, because we are held to account for the consequences of our responsible action; and I state this grimly, because the language furnishes no relaxed expressions for my use. And when we ask, "Who was responsible for this?" we usually mean, "Who is to blame?" When we say, "I assume the responsibility" we square our shoulders for a burden. Responsibility is not an opportunity, a release for creative work. It is separated from work, and the two are viewed as disparate entities; the first as burdensome and as engendering anxiety, the second as meaningless.

So we "prepare" our children for the impact of adult work. We present it to them in small pieces, and we keep control of initiative and planning. And without the continuity and creativity which comes with responsibility, the work is actually a series of meaningless chores.

We "prepare" children for the arduous responsibility of adulthood. We expose them to carefully controlled situations of responsibility, and since the ordinary course of events does not afford such situations, we contrive them. In this way we spare the child the over-

whelming burden of unlimited responsibility. But our contrived projects are also sterilized so that they have no effect upon society. Thus we protect adult society from the possible, or even expected, inadequacy of the child.

If we give our daughter an allowance at home, we see to it that only she is affected by its spending. If she spends it all on the day she receives it, it is she who goes without candy or movies for the rest of the week. If she saves it to buy a picture for the home, we have her hang it up in her own room, not on the living room wall. We would feel guilty if she offered to help pay the telephone bill with it. Perhaps we would be touched by her concern but we would never accept her offer. We would resolve that in the future we would be careful to spare her from any awareness of our financial anxieties, from reality.

In the school, we are usually forced to invent projects which will have no effect on community affairs. Since the will of the community is also reflected in the organization and financing of the school, we cannot allow the children's responsible activities to make an impact here, either. If the fourth graders run a store, we see to it, on the one hand, that they are not allowed full responsibility for their acts. On the other hand, we rob them of true effectiveness by seeing to it that school finances are not in any way disrupted. If the project shows a profit, this is spent for the benefit of the classroom or given to the scholarship fund. It is not allowed to affect the budget in any significant way. It is necessarily maneuvered into staying outside the real operation of the school.

However imaginatively we may plan, the contrived projects we present to our children are not fully maturing, for the very reason that they *are* contrived. We

are making some headway in teaching the community to have confidence in the children's work and allow it effectiveness, but the going is slow.

In other societies, such as the Kwoma of New Guinea, the child's "allowance," his garden in this case, is an opportunity to contribute to the subsistence of the family. When fruit is brought from his garden, he can raid the bunch since it is his, but if he does there will not be enough for the family meal. The family does not insure itself against a possible asocial act. It depends seriously on his contribution.

To give children a world where they can have place and effectiveness and where process can have meaning in itself, we have created for them the world of play. Children have always played for fun. We have now organized this enjoyable activity so as to give them full range in creativity, imaginativeness, planning, effectiveness, continuity—all that the child is denied in the province of "real" living. Creative doll play, for example, gives full range to a child who is not allowed responsible care of a baby sibling.

Play is necessary in our society, yes, as compensation. But does it make up for what we have denied our children? Schools and recreation centers have asked why the children of certain Indian and immigrant groups could not be persuaded to use the facilities of the playground. One answer is that these children had full membership in their families, had an effective role in the functioning of the household, a responsible share in the work and the planning. They did not need to develop creativity or effectiveness in the recreation center. Play was fun for them, but not a need; it offered no compensation.

We have cultures—that of the Hopi

Indians, for example—which give a child a responsible role within the affairs of the society itself. The Hopi infant is introduced to a bounded area of effectiveness, but within this area, responsibility is accorded to him as unlimited opportunity. The limit comes from the child himself, through his limited capacities. Since standards of achievement are not externally set, the responsibility does not give rise to anxiety, but is an open channel for creative effectiveness. A child is expected to approach all situations with an attitude of maturity; but he is not expected to deal with experience as maturely as his mother, who in turn is not expected to deal with it as maturely as his grandmother. Maturing here is a continuing process, beginning at birth and ending at death.

The Hopi lives in a harmoniously ordered universe, within which every being, organic or inorganic, has a cooperating role. Colors, cardinal directions, sex distinctions, clouds, butterflies, eagles, salt, turquoise, and man all work together within the ordered whole. Man is important because not only his acts, but also his thoughts and his will, are effective in the maintenance of the universal order. This is true of all Hopi, young or old. Whereas each Hopi is individually responsible for fulfilling his role, the whole cooperating universe is collectively responsible for the result.

An adult Hopi has an effective role within the whole universal order. At birth, however, he is introduced to only a limited part of it, which includes such units as his clanmates, his pueblo, the sun. In relation to these units he is expected to function as fully and responsibly as he is able to. Later, he is introduced to a further area of effectiveness, until he is finally given his full adult role.

Within the areas open to him, the Hopi works with satisfaction and without extraneous inducement. Work and the responsibility attending it seem to be inseparable here. Responsibility and effectiveness endow Hopi work with meaning so that it does not degenerate, as it so often does in our culture, into a series of meaningless acts. A Hopi needs no pay to give him incentive for work within his role. Reward and praise are absent in the bringing up of children.

The place of the child in the Hopi universal scheme implies faith. In our own society, we deny effectiveness to the child, not only for the sake of the child, but also because we are afraid to expose our adult world to his possible depredation. The mother is afraid to turn over to her teen-age daughter the full responsibility of a complete meal. What if she includes both potatoes and spaghetti or spends too much on the meat? In their discussions and decisions about the budget or a new house, the parents are afraid to include the children.

Schools feel that they must protect themselves against their pupils, and find it difficult to give them a formative voice in the shaping of the curriculum or even in the planning of a course. The community forces the school to limit its pupils to insulated projects, the results of which will not affect the community.

Behind all this is the expectation that the child's acts will be destructive or, at best, inadequate. But the Hopi trust their children to be creative and adequate, and they act on this faith. Not only the family and the community, but the universe takes a risk on the child.

Need for Real Situations

To develop maturity, an individual must deal with real situations in still another sense. He must have the op-

portunity to feel the full impact of reality, with no protective barrier. We have heard much in recent years about the over-protective mother, but do we realize to what extent all of us protect our children against reality?

We act as buffers against their sense of failure, of disappointment, of rejection, instead of helping them to meet these and come to terms with them. We protect them against our own anxieties, our doubts, our fears, even against our love or true emotion of any kind. We pad them against pain and discomfort. If we cannot modify the experience for them, we try to divert them or even to persuade them that it is not really there. At best, we prepare them *for* meeting reality. We do not train them *in* dealing with it.

In those cultures which train the individual almost from birth to deal with day-by-day situations constructively, the child is not protected from the knowledge of birth and death, or of suffering, or from the solemnity of religious ritual. In some of these societies the individual is always sustained by the group when dealing with demanding situations. In others, like that of the Indians of our own Great Plains, a boy is trained step by step to stand the increasing impact of reality by himself—but with the knowledge that his group is at hand ready to prevent the experience from becoming overwhelming.

We have an autobiographic account of a nine-year-old boy who was called to count coup on a wounded buffalo in the middle of a large circle of braves. In an access of fear and bravery, the boy not only touched the bull, but speared him. When the maddened animal turned upon him, and the boy faced death or mutilation, he suddenly became aware of the circle which had closed in around

him and which now saved him. But he had met the full impact of the experience alone.

Eventually, these boys are able at early puberty to leave the group and go out alone to the distant mountains, to seek for their own supernatural helper. They spend days and nights without food, without water, without cover, away from all human society, listening to the cries of wild animals in the dark, inflicting pain on themselves if the vision is slow in coming. They are able to meet this experience, and to find it integrative and maturing, because it is a culmination of their day-by-day training in dealing with reality.

Children—a Minority Group?

What shall we do about allowing maturing experience to our children in the face of a culture which protects children and expurgates the experience it allows them? There is another side to this picture. What our society has done is to put its children into a minority group, according them no full franchise in the affairs of the home or the community. It has given them gifts instead of rights, special privileges instead of full membership.

But we actually do not believe in minority status. We do not believe in coercion and dictatorship. We believe in human dignity and in the principle of democratic consent.

The unconscious assumptions underlying the treatment of our children actually run counter to our valued principles. We have not yet given our democratic precepts full scope. If we accord our children full place in society, and if we offer them the opportunity for maturing experience, we shall be extending the application of our present democratic principles.

By PHOEBE M. ANDERSON

What Kind of Person

Will Your Child Be?

The kind of person your child will be depends upon the kind of living his family believes in. This is the opinion of Mrs. Anderson, consultant to the nursery school, Glenview Community Church, Glenview, Illinois. She discusses four qualities of family living that contribute to the development of mature individuals—persons in their own right.

THERE IS A WIDE-SPREAD MYTH ABOUT children—the kind of human beings they are and how they grow—that certainly needs to be investigated. The myth is that adults are very different from children—that in the process of growing up the characteristics of childhood gradually drop off and different characteristics, those of adulthood, are taken on.

Most of us parents act as though we believe this myth. We enjoy the funny little things they do and say, we discipline their naughtiness, and we endure many hours of fretting and fussing and no cooperation—all in the faith that these things will be dropped by the way-side as time goes on. We find ourselves saying as we look back on one of those days filled with trying experiences, "Oh well, he's only a child. We must give him time. He won't be like this when he grows up."

Unfortunately, that may be only partly true. He probably won't write on the walls when he grows up, and he probably will come to learn some manners. But his emotional response to the world—how he acts when frustrated, how he gets what he wants, how he responds to strange adults and plays with other children—these things change very little.

The spoiled little girl of three is often a spoiled wife at twenty-three and the boy who is the bully on the play-ground is usually the domineering ruler in his family. True, most adults don't throw tantrums but "sick headaches" are often just as useful.

The traits of personality that make each of us an individual, different from every other person in the world, find their beginnings in the experiences of the child long before he goes to kindergarten. His home and his parents, whether they are aware of it or not, start him out on the kind of person he will be.

Is your family composed of persons? What else could it be composed of?

You are probably thinking of the word *persons* as meaning *people*, and it does mean that. But it also has another meaning, something like what we mean when we say "He's a real person!" That's the meaning I want to talk with you about.

If you know a family that is composed of real persons, you can tell it in a minute. There's a distinctive flavor about the way they live together. You experience something in their home that makes you glad you know them, and you wish to be like them.

These families that are made up of real persons have some very definite qualities. For the most part these qualities are simple and almost obvious and, yet, not many families have them. The reason they don't is that these qualities are attitudes, and attitudes are not easy



Gedde Harmon

Children's desire to help is an expression of their need to grow up.

things to acquire. You can't just read about them and say, "Yes, they're good." You have to live them, and living them is what makes some families have this distinctive flavor.

Does your family have these qualities? Is your family producing real persons? Here's how you can tell:

Every member of the family feels important.

Every member of the family is "alive."

Every member of the family is independent.

Every member of the family is loving.

Every Member of the Family Feels Important

Of course, Dad is important; he handles insurance accounts for many important people. And Mother is important too; she keeps everything going at home and is chairman for her chapter in the woman's association. Mother and Dad *feel* important; they have a responsibility in the family.

How about Henry, aged four? Does he feel important too? Does he have a place in the family dinner-table talk as well as the grownups?

The Smiths who had a small son, Henry, invited the Browns who had no children to dinner. During the meal the two men became engrossed in a political discussion and the two women were sharing opinions pro and con on the latest fashions when Henry decisively changed the whole picture. He had been listening to all this talk which he did not understand and feeling very left out. He was part of the group in its physical arrangement but not in its personal relationships. He seized his lettuce leaf from under his fresh fruit salad, cheerily waved it in his mother's direction spattering little drops of orange juice and salad dressing all over the table cloth, and announced, "I don't want my lettuce!"

The chagrin on his parents' faces showed that although they had prepared for every other aspect of the evening they certainly had not anticipated this

performance. Whether Henry really wanted his lettuce we can't say. One thing is certain — that he no longer wanted to be ignored. And it worked. For a time at least Henry had the undivided attention of two very annoyed and two other inwardly amused adults. And he was part of what was going on.

Children want and need to be important in the eyes of the people with whom they must live. If they do not experience this relationship normally with their parents and brothers and sisters, they will invent other ways to get attention and to feel important. Often these ways are mischievous or naughty or destructive, and the children know that. But the need to be accepted as a real person of worth is so great that children have been known to risk their parents' displeasure and even punishment in order to satisfy it.

For parents to live with children in such a way that the children experience this feeling of being capable and important is not easy. Babies require so much care and protection that we form habits of making decisions for them right from birth. Sometimes we cannot grow out of the pattern, although the child is growing out of his babyhood. We "know best" about what dress to wear at the age of four, what courses to take in high school and finally which college to go to and what profession to follow. Consequently, in the whole process of our children's growing up physically, we don't often provide opportunities for them to grow up emotionally.

Some families have found the family council a way to help each member feel this sense of worth and a valuable aid in relieving family tensions. This is an informal meeting every week or two weeks or once a month in which the family discusses and plans the things

that are of common concern to them all.

Take the matter of the little jobs around the house and the yard. Who will do what? Should Dad pay Junior to cut the lawn and Mother cajole Mary to wash the dishes? Some families don't think so and they work it out in their family council. The solution arrived at sounds something like this:

This family lives together as a unit. In that living together certain things must be done to keep everything in order and the family well cared for. If mother does it all, she has not much time to spend with the rest of the family doing things that are fun. The same thing applies to Daddy. We, the family, must divide the little tasks among ourselves.

In a family council parents and children work out things like this together. In the process, the children find themselves considered capable and responsible, and therefore important persons in the family life.

Every Member of the Family Is "Alive"

I mean psychologically alive. And by that I mean that we all have goals we have not yet accomplished.

Think of yourself and your goals and dreams for your future—the day you'll have a new car or take the vacation you have long planned.

Because you are a person of goals such as these, you are also a person with tensions—with yearnings to accomplish the goal you have set for yourself. Tensions, therefore, are not always bad things. In fact, when people no longer have tensions like these, they are truly beginning to die. We say that they have lost interest in living.

To be "alive," therefore, is to have tensions, to be actively engaged in the pursuit of some goal, to be in some way dissatisfied with the present state of affairs. Children are alive with tensions

too. The only difference between their tensions and those of their parents is that theirs are mainly concerned with discovering what the world is like and how they fit into it.

Do you remember the day your child discovered the light switch? He made it go on and off, on and off, on and off, intent on the process. If you were present, he probably looked at you expectantly to share his joy in his discovery. It seemed to him that he alone was responsible for this miracle. The fact that other people can do it too didn't make it one bit less miraculous.

There was also a first meeting with an icicle and a piece of velvet and a smooth pink stone. He had to feel it and smell it and taste it. How else could he understand it or relate it to other things that he had experienced?

Have you ever noticed a woman buy a new plastic material, one with which she is unfamiliar? I did recently. The article was a pillow cover advertised as useful for people allergic to feathers and down. The woman felt it, for she wanted to know if it was sticky; she rubbed it between her hands and listened to it, for she wanted to know if it crackled; she smelled it, for she didn't want to sleep on something that had an odor; and she looked at it. The only thing she didn't do at the age of thirty that she would have done at the age of three was to taste it. She had discovered in those years that tasting was not necessary for understanding and classifying some things.

Children soon discover that scissors cut paper. What else will scissors cut? Draperies, maybe, or shower curtains.

What's a puddle? What's in a puddle? How do you make a puddle? What can you do with a puddle? Mother looked out of the window and sighed wearily,

"There's Johnny in that muddy water again. With the whole yard to play in, why does he have to play in that puddle?" Because he must understand that puddle just as a woman must understand a new plastic material, and looking at it isn't sufficient.

The transformation of melting snow to icicles which in turn become a pool of water when you take them inside is sheer magic at the age of four. And so are bugs and caterpillars and seeds and flowers and sticks and stones and the rain and the snow and thunder and lightning.

Children must find out about these things and because we don't understand the urgency and compelling interest of the world to those little people, we often call their activity "naughty." Wasn't it Carl Sandburg who wrote: "Why *must* the children put beans up their noses when the last thing I told the children *not* to do was to put beans up their noses?" The children had to discover the relationship between beans and their noses, and much as we don't recommend this particular experiment, we can understand how it happened.

A five-minute warning to a child that he must cease his "play" is one way to recognize that he is engaged in something compelling and important to him. The child then has a chance to reach a stopping place, just as you do when you're reading an interesting book. You have, then, treated him like a real person.

Every Member of the Family Is Independent

You know how eager children are to grow up, to be as big as their big brother or sister. They like to dress up in grownups' clothes, play house by being the mother or the daddy or try to use the big words Daddy and Mother say.

George's mother looked out of her window one day to see her six-year-old son seriously and intently walking into the garden path again and again. Each time as he approached a certain rose bush he slowed his gait, made a quick kind of nod at it with his head, and then went on his way. She watched him for a time, puzzled, and then suddenly the whole episode became clear. The lad was doing a studied imitation of his father who walked the garden every night and always spit at the same rose bush!

Children imitate adults because they want to be able to do the things that adults do. Grownups can go to bed when they want to instead of when someone tells them to. They can eat as much candy as they want to because no one tells them not to. They can do whatever they want to do the whole livelong day.

The desire of little children to "help" is an expression of this need to grow up. The things grownups do all day long must be important things to do, especially when Daddy won't play because he has to work in the yard. So the child says, "Let me help." What he means is, "If you can't play with me my way, let me play with you your way. Working in the yard must be more important than playing 'Indian' because grownups do it. I want to be grownup, so let me help you."

They are wise parents who recognize this and help their child to grow up. They give him a place for his own things—if not his own room, at least his own drawers, book shelves, toy box, dresser, coat hooks. These are his and he knows no one will disturb them without his knowledge. He respects other people's belongings because they respect his.

As a child grows up, he becomes more capable of taking care of himself and

more independent of his parents. He enjoys his new responsibilities and resents more than anything else being "treated like a baby." He wants to make his own decisions and use his own judgment. This doesn't mean he wants any less to be a member of the family. On the contrary, it is at just such times when children are struggling most for their independence that they most need their parents' support in the struggle. What the growing child does want is to be increasingly recognized as an independent person, capable of managing his own life.

Few, if any, families live through these growing pains without some anguish. At some points parents will be disappointed in the behavior of their children or vice versa, feelings are hurt, tears flow, and everyone feels bad.

How can you tell whether anyone profited from the experience? Ask yourself: "Has each member become more capable of handling his life through this experience or has it undermined him, taken the control of his life from him, disorganized his idea of himself?" If you can say yes to the first half of this question, the experience has been good.

Every Member of the Family Is Loving

Probably everyone agrees that members of families should love each other, yet this is not always true. To love another person is not just being nice to him when he is good or pleasant. It is to understand him when he is bad or unpleasant. It is to try to put yourself in his shoes and feel as he feels and discover why he did what he did. It is to keep in touch with him when the relationship is strained, to support him and sustain him and, finally, to forgive him.

"A child needs love most when he is least lovable."

You know how it is to discover that something you have done has been a severe disappointment to someone you love. You are unhappy and frightened and anxious lest that person reject you. So you try to think through what made you do it and you build up your reasons and defenses. If you find yourself blamed and scolded and rejected, you use your reasons and get your feelings hurt and the relationship between the two of you is damaged.

But what happens if the other person accepts your reasons, tries to understand them, and continues to believe in you and to maintain his relationship with you? You find yourself not needing your defenses; you are able to look more objectively at what happened and to pick up the pieces and begin again. The relationship between you and the person you love has reached a deeper level. This is what it is to love someone.

A child who experiences this kind of love on the part of his parents doesn't need to hide his actions or lie about his behavior. His parents trust him and believe in him; therefore, he trusts them and knows they can be depended upon. The child who has not had such experiences comes to think that no one understands him or trusts him or loves him. Since no one loves him, he can love no one else. Such is the background of nearly all child delinquents.

Tom's dad missed six cents from his dressing table and he undertook to find out about it. "Tom, I missed six cents from my dressing table this morning. Do you know anything about it?"

Tom looked at his father uneasily but didn't say anything.

"Tom, if you made a mistake and forgot to ask me about the six cents, I understand that. I made a mistake like that when I was a little

boy. All I want to know is what happened to the six cents."

Tom felt his security returning. "We wanted some gum like Jenny had so I gave each of the kids a penny and we went to the store and bought some."

"That's all right, Tom. I'm glad you shared your pennies with your friends. Will you try to remember the next time to ask me for some money, so I'll know where my money is going?"

"Yes, Daddy," and Tom climbed on his father's knee for his evening story, knowing that he was understood and trusted, that he still belonged.¹

To say, "I don't like it when you tear my magazines, Sally," is to deal honestly with the action and with Sally. But if you say, "I don't like *you* when you tear my magazines, Sally," you arouse fear and defensiveness in Sally. No mother really means that she will stop liking her daughter just because of some torn magazines. But your child at the age of four has no way of knowing this, so she may respond, "I don't care. I don't like you either," which doesn't make for fewer torn magazines or better relationships.

If you as a family live together in such a way that these qualities—every member of the family important, every member of the family "alive," every member of the family independent, and every member of the family loving—underlie all you say and do, you are living *maturely*. Why? Because none of you is living solely on the level of his own compulsions or emotional needs. You are not seeking to maintain your own sense of importance or worth at the expense of destroying some one else's. You are living in such a way that people around you can become *persons of worth*, of *aliveness*, of *mature independence*, and of *faith and love*. And of such is maturity.

¹ Quoted by permission from *Children in the Family* by Harold H. Anderson, Appleton-Century-Crofts, Inc.

STEPS TOWARD MATURITY

Three factors important in the development of mature individuals are discussed by Ina K. Dillon, practicing psychologist, Los Angeles, California. Human relationships are important, individual needs must be met, and identification with mature people is necessary if individuals are to develop to their fullest capacities, says Mrs. Dillon.

IN A RECENT ARTICLE THE WRITER DESCRIBED mental health as "... a kind of inner sturdiness. In time of stress it does not break down into neurosis, illness dependence or crime. If it should so lapse, recuperation is speedy and complete, leaving the individual wiser and usually stronger for the experience.¹

This inner sturdiness is based upon self-respect and respect for the personality of others. It is flexible enough to give and take with other strong persons pleasurably and profitably. In this flexible give-and-take with others the person is further integrated emotionally and able to pursue life's long-range goal—maximum maturity. The word maturity as we shall use it here implies a state of equilibrium in which one's chronological, intellectual and social-emotional maturities are not too widely different.

The path toward this long-range goal is beset with many obstacles. Many persons fall completely by the wayside. Others struggle on but fall short of the highest degree of maturity of which they are capable. This journey is the cradle-to-grave education in which we all participate as persons and as educators. Care must be taken along the way to

meet basic needs and to challenge individuals sufficiently to utilize their present powers and, in so doing, to generate more and more power for the bigger demands made as maturity advances.

It is in these day-to-day steps that we are most often discouraged and discouraging. It isn't always easy to know just how high to place the "fodder" for any given calf. It can be so high that he gives up and suffers malnutrition. It can be so low that he tramples it underfoot. But when one is expected to keep the "fodder" so adjusted that thirty or more calves of varying height, energy, and degrees of hunger are sufficiently challenged, it becomes a very complicated task.

Nor is fodder a sufficiently comprehensive term to symbolize the complexity of a good program of modern education. On the whole, education has done a good job. One of the greatest proofs lies in its own critical self-appraisal. Education, as never before, is conscious of its short-comings. In attempting to overcome these it turns for help not only to its old friends, medicine and psychology, but to a newer friend as well—emotional therapy.

The experiences of therapy with children approve and emphasize the tendency of education to utilize parents and the various unlicensed educators at home, at school, and within the community. Professional education is only one, albeit an important, factor in this long-range program of education. It can be held responsible for doing its part to the best of its ability and for doing everything possible to improve the coordinated ef-

¹ "Mental Health—A Goal of Modern Education." By Ina K. Dillon, *California Journal of Elementary Education*, February 1948. Reprinted in *The Education Digest*, December 1948.

forts of the whole. This coordination of effort must take account both of its own limitations and of the nature of the medium through which it works—human nature in the process of maturing.

Education, re-education, and therapy are continuously operating and interacting one with the other. This does not mean that teachers are to become therapists any more than physical education and health education teachers are to become medical doctors. It does mean, however, that they must learn enough about the signs of need to refer a child to a therapist if necessary. And, more important, it means that the principles involved in developing and maintaining mental health become so much a part of our educational procedures as to reduce the need for therapy.

First aid has become a commonplace in education. Similarly will we borrow knowledge from emotional therapy to help us prevent the development and spread of minor irritations. Despite the best efforts of educators there are moments when certain individuals cease (temporarily at least) to cooperate with the educative process in school or in life. When this occurs, something is needed then and there. Call it the "stitch in time" to prevent larger problems of aggression or of withdrawing which might show up as resentment of authority, as fear of the group, as resistance to responsibility or as any of the other immature ways of behaving known to every parent, teacher and other discerning person who works with human beings.

When we realize that we are face to face with such a crisis however small it may appear, we should also realize that our handling of the situation may determine whether the child involved will move firmly toward that long-range goal

(maturity) or whether he will get off on a side-track or even regress. Grown-up infants do exist.

Relationships Are Important

The first thing to examine in a conflicted, uncooperative moment is the relationship that exists between us. Is it permissive, acceptant and understanding or is it driving and critical? We are human, of course. The behavior involved may be very obstructing and very annoying. Let us face that fact honestly and do what must be done in the interest of the largest number. But in the process we must not forget that our relationship with the offender must be one of complete acceptance before we can be of any real and effective service in the reconstruction of his behavior.

We hear much today about accepting the child while rejecting his behavior. This is a fine line to draw. More power to those who are able to love the child and make him feel it, while rejecting his conduct and making this also clear to him. Most human beings will fall short in this endeavor and might do well to aim a little lower. To admit one's frustrations, to admit one's human limitations, and to school oneself to delay and to think might be more practical. Discussing the problem while irritated and while rejection (of either the behavior or the child) is at white heat is to put space between us and to reduce our effectiveness. Once we feel and the child feels that acceptance prevails, the relationship becomes secure. Then real communication is possible.

Acceptance is a two-way thing. We may be sure that it will not exist on the part of the "culprit" until we have it. Why waste all our pearls of wisdom or pellets of reform on a child who is not acceptant?

Even when acceptance is mutual and the relationship good, it is doubtful whether re-education can occur at once. In every breach of behavior, in every breach of relationship between individuals, feelings are involved. These feelings must be released before re-education can become effective. Happy indeed is the teacher who can in such moments think of release activities that will at the same time restore face for the offender. For example:

"Will you hammer this together for us, Bill? We need it now. We can talk later." Or "I know how you feel, Bill, but you can't hit Jane. Here is some clay you may pound. We need a clay hut for the village. Maybe you can make it for us." Or "Write all the things you feel. Make a good story of it. You and I will read it after school and talk about it then. I am busy now." The variety of release activities is endless.

If the teacher is really acceptant she will include the child together with his contribution when he is ready, exactly as if nothing had gone wrong. Special attention of either a positive or a negative sort will keep everyone conscious of the breach. It sometimes appears that the group itself rejects a disturbing child. In such an event, the teacher by her own continued acceptance draws the child in, waiting for a moment when the avenues of communication are wide open between them for her opportunity to talk it over with him.

Some such handling of the critical moments which occur in every classroom will be conducive to an emotional climate in which healthful living and growth become more likely both for children and for teachers. For selfish reasons if for no other, it is worth the self-discipline it involves on the part of any teacher. It is a source of real satisfaction to know that we have done what we could to increase the mental health and maturity

of individuals for whose education we have some measure of responsibility. But there is also the fact that an emotional climate which is conducive to the mental health of boys and girls is also healthier and happier for the teacher.

However well we do our jobs, our goal of maturity will remain a moving goal. There are no completely mature persons. There are maturing people and people in whom the process of growth has been arrested. At any age these last are ill. The earlier in one's life the arrest of development takes place, the greater the injury to the personality. Where there is growth there is hope of continued growth. A plateau may be followed by a growth spurt in which apparent losses are made up. So long as the direction is right, time is on our side.

Needs Must Be Met

Lack of proper food hinders growth of the body. Unmet emotional needs delay or defeat the attainment of the healthy emotional maturity we have referred to as inner sturdiness. These basic needs cannot be fully discussed here but they fall into two major groups: The first group would include those needs which must be met to give a sense of emotional security such as the love given by one's parents or parent substitutes and acceptance by one's peers. The second group would include the needs for a sense of adequacy such as success in achieving realistic goals and knowledge of progress toward one's long-range goals.

Growth is hindered by that which insurmountably blocks the progress toward one's goals. The goals themselves may be impossibly high. The level of energy or of abilities may be low or divided. There may be squelching, crippling suppressions in one's life. All these are

possibilities to be examined when anyone goes too long without evidencing progress toward mature living.

On the other hand it could be that this less mature behavior is perpetuated because it serves some purpose. There is the case of the girl who lisped. The teacher finally decided to talk it over with her mother in the hope that together they might find the cause and plan for a cure. They found the cause but not the cure. It was made clear in the interview that Mary got attention at home only when she lisped. Her mother had always lisped. Her mother's maiden sister had not. When the teacher ventured to suggest some help for Mary's speech her mother forthrightly said, "I don't want her to thtop. I like her lithp. I gotta lithp and I gotta huthband. My thithter ain't gotta lithp and she ain't got a huthband."

Identification Is Necessary

Another hindrance to maturity is the lack of a mature adult with whom to identify as the child is growing up. This is a problem for both sexes because real maturity is not too common, but it is a serious problem for boys. Even emotionally mature fathers in our culture exhaust their time and energy competing for a living. They are too little with their children at home. The children are also taught at school and Sunday school by women. It is obvious that boys have too little chance for masculine identification which would lead them toward mature masculine adulthood.

Two sets of symptoms bear out this assumption: One set clusters about the tendency to increasing feminine patterns among our boys and men. At the other

extreme there is the masculine tendency to resist authority and, because it has been too much and sometimes unwisely discharged by women at home and at school, to mildly resist women also. Women are so necessary that some degree of acceptance is usually achieved, but it is all too often laden with an unconscious or a semi-conscious hostility for the sex of which men have had too much in their growing years. A better balance of the sexes in early life would do much to foster psycho-sexual adjustment and desirable maturity.

The problem of maturity with which to identify is not of course entirely a problem of sexual balance. Regardless of sex, the mature mental health of all who live with and work with children is of utmost importance. Not only do boys and girls need men and women in their lives with whom to identify; they also need *maturity* with which to identify.

Therapists and educators and parents are keenly aware of their responsibility. This awareness tends to make them self-conscious about their own emotional maturity. Adult behavior like that of children is the result of a multitude of causes. We cannot assume responsibility for them all. We are not wholly responsible for them. We are certain to have our areas of immaturity. We are certain to have some of our own needs unmet. But as long as we can accept ourselves with our imperfections while accepting and working with other imperfect adults and children, we can and do continue to meet one another's needs. In this way we are helping ourselves as we help others, large or small, along the road to maturity.

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By JOHN K. McCREARY

The Psychology of Moral Development

John K. McCreary, associate professor of psychology, Bates College, Lewiston, Maine, maintains: (1) that morality is an emergent, developmental phenomenon and achievement which is dependent on experience and guidance and (2) that an atmosphere of freedom is essential to the growth of responsibility and socially cooperative dispositions. He states the implications of these two ideas with reference to the elementary school and the development of mature individuals.

THE FAMILY IS THE MATRIX IN WHICH the newborn individual experiences the biosocial bases for his interactions with others. Particularly in relation to the mother does the baby first learn dependence and discipline.

The drive-to-goal activities of the infant—hunger, elimination, sleep—are almost from the outset subjected to some control. The mother may “block” his responses by providing a feeding regimen that does not always fit the physiological rhythms of the hunger pangs, or by training him in the use of the toilet, or by establishing rules governing sleep and play.

Though these “other-determined patterns”¹ may frustrate the child, he soon learns that he cannot satisfy his needs without some conformity to the framework of his relations with others. Thus certain interactional responses are reinforced and others, being inhibited, are “extinguished” through disuse. Consequently, through the patterns more or less imposed by the family, the child learns “acceptable” solutions for his basic physiological demands.

Gradually, too, he does the same when he wants affectionate attention, whether from parents or others. From these bases arise understanding and fellow-feeling for later relations.

From anticipatory reactions which the child thus builds up, a sense of selfhood develops. As language develops he is better able to define his selfhood and articulate his reactions. As he does this, a more or less definite role becomes imposed upon him—the result of his relation to others and their relation to him. His role-taking has been called aptly “an adaptation to the expectancies of others.”² Thus emerges a “social self.” George H. Mead has expressed it in this way:

The self arises in conduct when the individual becomes a social object in experience to himself. This takes place when the individual assumes the attitude or uses the gesture which another individual would use and responds to it himself or tends to so respond. . . . The child gradually becomes a social being in his own experience, and he acts toward himself in a manner analogous to that in which he acts toward others.³

The self is born, then, when we become an object of attention and reaction to ourselves; yet, as Kimball Young has put it, “any adequate theory of the self must take into account the dynamic reactions of the individual to others.”⁴

The dynamic factor may be designated the “I” which, at the outset, is composed mainly of the raw drive impelling to-

¹ *Social Psychology*. By Kimball Young, New York: F. S. Crofts and Co., Inc., 1945. P. 132.

² *Ibid.*, p. 136.

³ *Ibid.*, p. 137.

⁴ *Ibid.*

ward goals; later it is modified through social and cultural adaptation. Here the practical crux of moral selfhood is found. In American society, considerable flexibility is an essential fact. Yet dependability in moral behavior is necessary, certainly if one has a sharp ear for the murmurs of parents and teachers.

For them it might be less nerve-racking if rules requiring obedience were simply laid down. But this is in flat opposition to the view that the individual's *adoption* of moral codes and practices is an important aspect of the healthy growth of the self.

Only at the peril of serious injury to such growth can we "cut in" on the thoughts and judgments of maturing children and order their ways in accordance with the dictates of adult comfort.

To be sure, well-arranged guidance is essential but adults should give children as much freedom and responsibility as they can use to advantage. And who would claim that the adult world of our day, with its prejudices, wars, and other conflicts is an omniscient judge of what is morally "right"? If there are among children "black sheep" deviates from the standard behavior of the group, we must not regard the "wooly white" ones as incarnations of perfection, a perfection measured by the standards of the adult world.

Psychologically, morality is never more than conformity to the moral code of the particular social group involved.⁵ Morality is learned. And assuming, as it seems we must, that the particular moral rules our society has arrived at are the "best" we have thus far been able to achieve, we may accept Hurlock's dictum: "True morality is behavior which conforms to social standards and

which is also *carried out voluntarily by the individual.*"⁶ The supreme developmental fact which should be helped by intelligent arrangement comes with the transition "*from external to internal authority* and consists of conduct regulated from within."⁷

The moral aspect of personality from the ultra-social point of view is the individual's responses to the roles imposed on him by the group. It is fortunate, no doubt, that these responses are determined not alone by the individual's family but by other factors—playmates, schools, books.

Jean Piaget, the Swiss investigator, has focused his attention on the first of these factors and has shown that by interaction in games children pass from an ego-centric to a socio-centric conception of rules. Teachers and/or parents need to indicate to the child the importance of renouncing egoistic demands if he is profitably to learn from experience. The aim of moral development is a poised, self-reliant, happy and socially cooperative and contributing adult.

Older conceptions of how to achieve this held that the adult trainer ought to "do all the planning, make all the decisions, and push his plans through by strategy if not by violence."⁸ As opposed to this, Mabel F. Martin finely comments:

The modern concept of guidance assumes that the parent will wait patiently for the child's maturing potentialities to reveal themselves, and will then offer as much constructive help as the child seems ready to accept.⁹

This shift to the conception of *guidance* which marks the child psychology of the

⁵ *Ibid.*, p. 318, italics ours.

⁷ *Ibid.*, italics Hurlock's.

⁸ Mabel F. Martin in *The Encyclopedia of Psychology*. New York: Philosophical Library, Inc., 1946. P. L. Harriman, ed. P. 67.

⁹ *Ibid.*

⁵ *Child Development*. By E. B. Hurlock. New York: McGraw-Hill Book Co. Inc., 1942. P. 317.

twentieth century is based on an adequate view of education and particularly its function at the elementary level.

An Atmosphere of Freedom Is Essential

In contrast to authority based on constraint (or force) and authority based on "love" ("appeals to the child's affection to bring his action into line" with adult wishes), Blatz and Bott advocate "the authority of education."¹⁰ Here the basic matter is that of training the child for the adequate use of freedom:

This may be described as the authority of *education*, using education in its original sense as a leading forth or drawing out of the capacities of the child, a development of his powers through use. . . . In such a process the parent (and/or teacher) assumes the role of *guide* rather than of dictator. His primary function is to lead the child along the right way, not to pass judgment on him when he falls into the wrong.¹¹

Parents and teachers are sometimes slow to recognize the child's development so that not infrequently children have to steal their independence. There is as great a danger in adults' overdoing as in underdoing. A balance may be struck between complete direction of the child's life and complete indifference to his needs. In the transition to self-discipline a *suggestion* made by adult to child will do as well frequently as a command. Obviously, under such liberal conditions the child will make mistakes, which, unfortunately, appear to be of almost catastrophic importance to some adults though not to the child.

Of course he cannot go on behaving asocially. This raises the question of the nature of control. The child must learn the rules of the game. Here he

discovers *conflict* between his own impulses and the habit-tendencies of the group.

Are we ever to engage in *direct control* of the child? Three types of situations undoubtedly require it: (1) danger situations, (2) routine matters (caring for physiological needs), and (3) in respect of social conventions.¹²

In the last of these, conflict may arise for the school-age child who has left the preschool sphere and now entered a new one. He may have one moral code at home or with his playmates, another with the teacher and his classmates. Blatz and Bott remark:

We are none of us all wool and a yard wide; we are rather a patchwork of different colored fabrics with the persisting pattern yet to be evolved. In a sense we have as many selves as we have acquaintances.¹³

Indirect control involves substitution of a desirable form of activity for an undesirable one. The activity drive of the child seeks some outlet and the challenge to the parent or teacher is that of providing socially acceptable avenues of response. *Creative effort* here involves control through enrichment of the child's experience.

Thus the *responsibility for the moral development of the child is placed directly on adults in making suitable forms of behavior more desirable than unsuitable forms.*

The Place of the Teacher

It has been the contention of this discussion that *active, spontaneous, participation in the social process should begin as early as possible in childhood*, and that this applies to all phases of the child's behavior, including moral development.

¹⁰ *The Management of Young Children*. New York: William Morrow and Co., 1930. Pp. 17-19.

¹¹ *Ibid.*, p. 19.

¹² *Ibid.*, p. 62.

¹³ *Ibid.*, p. 63.

If we think of character as the dynamic adaptation of human energy expressed through various needs to the particular improvement of a given society, we note at once the place of the teacher in "shaping" the adaptation.

Before school the family, is, and remains, a psychological agent to society. In the school, a second psychological agent is found whose officers (teachers) should recognize that young human nature is a dynamism which may contribute to its own evolution of social and moral progress.

As Piaget has shown, children may contribute to the rules of the game and may democratically learn to fit rules to circumstances and obtain a balance between selfishness and a more altruistic moral behavior.

The transition from home to school is marked by increased verbalization; as the building of the moral self has begun with acts, not with words or thoughts, it now becomes the aim of moral instruction to reverse the process. Strictly, no complete separation of the two is possible or desirable. But by words and symbols we do build up emotionally toned ideas, representing social and moral values, and these are used to control action in advance.

Adult society does not always practice overtly the moral ideals and codes it sets up and this "leads to a dissociation in life organization which may prove disastrous. . . . In our society we have two moralities—one derived from Christianity and the Golden Rule and the other from business enterprise where sharp dealing and cutthroat competition are considered virtuous practices."¹⁴

The outcome is frequently a division within the personality. This may begin when the child discovers the disparate-

ness between the accepted and symbolized values and the actual practices of the adult work-a-day world.

In fact, a problem that ever haunts the educator is whether he should seek to help his pupils adjust to a self-contradictory society *as it is* or whether he should seek to help his pupils in their development in such a way as to *change society*. Probably the teacher does both.

The problem involving conformity to, versus reform of, society does not exist (in any crucial sense psychologically) for the young child; he finds his answers in the judgments and conduct of parents and teachers. His conscience is, in a sense, the voice of his parents and teachers speaking through him.

Munn cites, as an example of this, his own observation:

A three-year-old, awakening full of pep at six AM, starts tuning up for the day. His weary and irate father from the next bedroom tells him in no uncertain terms to get back into bed, and adds, "Don't you dare get up until seven o'clock."

The boy obeys but within a few moments mutterings from his room again disturb the father. Getting out of bed and going to the door of the boy's room, this is what the father hears: "Get back in there," says the boy, addressing his leg that is half protruding from the bed. "Not till seven o'clock," to his arm as he jerks it back from the edge of the bed. And, as his body squirms half out of bed, he throws himself back vigorously, saying, "You heard what I told you."¹⁵

While less audibly verbalized, something of this sort occurs, even into and through the elementary-school period.

There is no end to examples one might draw of morality as a product of home and school influence. The child may become like the parent or teacher or just the opposite; he may conform or not, depending in part on his con-

¹⁴ Young, *Op. cit.*, pp. 144-45.

¹⁵ *Psychology*. By Norman L. Munn. New York: Houghton Mifflin Co., 1946. P. 255.

stitutional individuality and, in part, on influences outside school and home.

But in the main the child eventually comes to control his own behavior as his parents and teachers would control it. He repeats to himself, perhaps subvocally, the same or equivalent words of admonition that they would use, as if they were his own. The psychological fact is: They *are* his own, a genuine personal possession, the outcome of his moral development and, modified, will be passed along to his fellows, perchance to his offspring.

The rising crescendo of maturing moral potentialities in children makes the responsibility of teachers obvious. Tentative, open-minded, self-critical judgments are in keeping with the most useful guidance of children in their moral development. Some direct control of behavior motivated, at early levels, by biological and other non-moral impulses and needs, is of course necessary.

This is true too of behavior which demands following the mores of the group. Indirect control will permit both a plan of discipline and flexible

behavior. Such behavior will be based upon individual judgment by the child involving his criticism of group conduct.

In fine, a plan of discipline (some modern educators shy away from the phrase, and with good reason) does not imply obedience to laws established by adults through which dominance is gained over the child. Broadly, discipline implies progressive control by which children learn to meet successfully their new needs as well as their old in social situations. Discipline can never be discarded; it continues throughout the life cycle and is the principle of regulation or control within life.

The adult problem, then, is that of extending responsibility to the child as rapidly as he is able to take it. In this way the willing cooperation of the child is engaged in learning to govern himself. He makes his own decisions and learns to abide by the consequences.

In this indirect manner we see a positive freedom for the child emerging as consisting of spontaneous activity, which, nevertheless, is progressively self-disciplined.

ONE OF THE THINGS A SOCIETY CAN DO WITH HUMAN DIGNITY IS TO value each period in life on its own terms. The society in which I have worked which gives the most to each age is Samoa, where all children participate in work—not for the sake of their characters but because everybody works in order to get something done. The child is not trying to be an adult; he is living as a person at the same time that he is doing a particular job within his capacities. Samoa has in its system one drawback that we shall probably never suffer from: Samoans don't want anybody to hurry, and so they are ashamed of the child who is precocious, who grows too fast and gets ahead too quickly.—MARGARET MEAD in "Grownups in the Making," *Child Study*, Summer 1950.

What Is the Evidence?

How can we know when individuals and groups are acting in mature ways? The evidence can be found in simple, everyday experiences as shown in the anecdotes related below. They have been contributed by Gladys Risdén, psychologist and writer, Vermilion, Ohio; Alice C. DeLanoy, sixth grade teacher, Hastings-on-Hudson, New York; Mildred C. Letton, teacher in the Laboratory School, University of Chicago; Bess B. Lane, author and parent educator, Morton, Pennsylvania; and Isabelle Grayman, parent, Avondale School, Cincinnati, Ohio.

... When Thinking Is Stimulated

By GLADYS RISDEN

SAY WE TO OUR TWO SMALL CO-HELPERS, "See how much bread there is for supper."

Says six-year-old Sue: "One, two, three . . ."

Says six-year-old Kay: "Counting is too slow for me. I see six white slices and five brown. I don't have to count them. I just see them."

"But how," we ask, "how do you know without counting?"

"Why I just see two threes and I know, six, right away. And here's one less than two threes and that's five."

Believe it or not, Kay does "just see" them. She learned to identify group sizes before she ever put the numbers in sequence—one, two, three, four. That's "counting" to us old timers. Nobody drilled her on "two and two are four". She simply had hundreds of everyday experiences in *seeing* "how many." And seeing "how many" hundreds of times has developed "number sense"—that rare commodity that could be so common if we didn't start children with meaningless words.

"And," we ask, "how many all together?"

"My teacher never told me that yet," says Sue. "She says, 'Can't you find out?'"

"My teacher doesn't tell," replies Kay.

Kay studies the two piles of bread a second and gravely shifts one white slice to one side. "I know, eleven. See how I know? That's two fives and that's ten and here's another one. That makes eleven."

Says Sue in teacher's voice, "You mustn't guess answers."

Says Kay indignantly, "I *wasn't* guessing. I was thinking with my head."

Say we to our two small co-shoppers, "Eight cents for soap and twelve cents for a sponge. How much is that?"

Sue wanders over to the candy counter.

Kay alerts: "A dime and two cents and eight cents more. Why that's two dimes. And that's twenty cents. I know cause 'ty' says 'ten' real quick and four tens are 'forty' and six tens are sixty and two tens are twenty. See, twenty almost says two tens only real quick."

At the next counter Kay says, "Three lemons for nineteen cents. Then six lemons would be two nineteens. Don't tell me; I can find out for my own self. Two cents more would make two twenties. That's two 'two tens' that's forty. So it's thirty-eight cents."

"And I can think it another way," she continues. "Two tens, two fives—that makes three tens and two fours. That's eight, thirty-eight."

Sue: "My teacher says we mustn't count to find answers."

Kay: "I wasn't counting. I was thinking with dimes and pennies."

As the School Teaches . . .

Say we to our two small co-riders, "Five cents for the parking meter and we have only three. How much more do we need?"

Kay: "Two more. That one's easy."

Sue, in triumphant tones: "But that isn't right. My teacher says five and three are eight. My teacher says so and my teacher knows."

Kay, impatiently: "But you don't have five *and* three. You only *have* three and you *want* five."

Sue: "My teacher says five and three are eight."

And next day we say, "Take back these four pop bottles and you may have the deposits. Four bottles, five cents back on each. How much?"

Kay: "Four fives, two tens, twenty cents."

Sue, stamping her foot: "You're always giving us old problems. You *know* I can't get *your* kind of arithmetic. I can only get school arithmetic."

Two six-year-olds—the same age, the same IQ but different schools. One learns to *remember* school arithmetic. The other learns to *think* quantities wherever they are. As the school teaches so children learn and mature.

. . . When Motivation Is Real

By ALICE C. DeLANOY

I WAS SEARCHING FOR A NEW WAY TO stimulate more interest in books and reading in my group when one of the children provided that way for me. His father who works for a publisher gave him some posters and catalogues on children's books. He brought them to school and the children posted them on a bulletin board above a large table. Other newspaper clippings and original book reviews were added to the bulletin board. The children brought books from home and this section of the room became known as our library.

Next the group formed a literature club so as to introduce new books, review old ones, and dramatize some that they liked the best.

As children from other classes began to wander in to see their library corner, these youngsters decided to get more material. To do this they each selected publishers and wrote letters asking for

free materials. The publishers were more than generous. Large, attractive posters, catalogues, book covers, and even new books were sent in answer to their letters.

To share some of this material with other grades original posters of books for all grades as well as their own were made. All the classrooms in the school were visited and presented with some of the posters. The children told stories so well to other groups that teachers as well as pupils were enthusiastic in their praise. Requests began to come in for more stories. These had to be discussed by the group and plans had to be made. They made appointments with the teachers who had requested this service so it would not interfere with other work.

We Have a Book Fair

Storytelling led to further activity. The group became so interested in books

that it decided to have a book fair. I told them that there was a great deal of work involved in putting on such a project but if they were all willing to work, I would help them. Plans were made, committees set up, and work divided so that each individual had a job.

The request for the school library was granted—they decided that this spot would simulate more interest. (The school librarian had left suddenly, so there was no help from that source.) I investigated possibilities for an exhibit of books for them and learned that a reading service would provide us with books. From their catalogue and the book reviews from newspapers, the children selected books, choosing all types of books for all the grades. New posters were made to stimulate interest in the fair. The posters were not only put around the school but in the village stores and public library as well.

The books arrived and my classroom was now the busiest spot in the school. Everyone was arranging books, making signs, and planning for the fair. They made it very colorful by bringing in toy animals, dolls, and puppets. The children planned a wonderful program for each day—they decided to hold the fair for a week because there was so much they wanted to do.

In our town there are several authors and illustrators of children's books. Some of the children called on them, told them about their fair, and asked them if they would come and talk. They were more than cooperative and all came on the day set for them. This was a marvelous experience for the children as the authors and illustrators explained and showed them how books are created and put together. Sketches were made of some of the characters in the books.

Parents were sent invitations to come on "Parents' Day" when the children dramatized their favorite books.

On the last two days of the fair, orders were taken for the purchase of the books. This involved writing the order, making change, giving the receipt to the purchaser, and filing the copy. At the end of the fair, a sheet was prepared with the number of copies, the titles, and the names of authors and publishers. The committee had to make this tally with the amount of money received. After three tries, it tallied. When they had the total amount, they subtracted twenty percent—their commission for selling the books.

The children are now preparing and selecting a list of new books which they will present to the school library as a result of this project.

. . . When Each Is Respected

By MILDRED C. LETTON

THE CLASS WAS UNUSUALLY HETEROGENEOUS. It contained two Negro boys, one Negro girl, a Japanese boy, a Mexican boy, a Filipino girl. There was a boy from New York State, another from Indiana, and one from North Carolina. Eight of the twenty-six chil-

dren had never met anyone in the class before the first day of school. Three were from a private school. Four public schools in the neighborhood sent pupils. A parochial school sent three. There were several Jewish children.

From the beginning the children

practiced what they were learning about understanding others. During the last week of school some sociometric data were gathered from the class. Under the questions, "What three classmates would you least like to work with? Which three classmates would you like least for friends?" four of the twenty-two children who were present left the spaces blank or added the comment, "I like everybody in this room."

In the spaces provided for the listing of "three persons you would like to

work with" and "three persons you would like for friends" many times the children lengthened their lists to six or eight, apparently unwilling to limit their choices to three.

What does this mean? Perhaps there are no profound implications to be made, but it would seem that the children in this particular situation had learned a little about the dignity of each person as a human being and that each had thus contributed to his own maturity as a person.

. . . When Satisfactions Are Shared

By BESS B. LANE

THE MEETING WAS CALLED FOR 1:30. The topic for discussion was "Home-School-Community Relationships."

The speaker, a little early for her appointment, slowly walked the five blocks from the subway station to the school. The streets she passed through were lined with old, unpainted, frame houses in various stages of disrepair. She thought about the people who live in them. What are their special interests and problems, their work, their play? What do they do? How do they feel about things?

Near the school was a little cluster of stores—vegetable, hardware, dry goods, and one marked "School Supplies" which featured ice cream, candy and soft drinks. Some of these stores seemed practically deserted. The speaker wondered if their owners were getting along all right now that prices are so high and the people spending less.

The children who attend this school live in the community. Will their parents make the effort to come to a meeting this afternoon to hear some stranger talk on something not immediately con-

nected with their daily, pressing problems?

It was not difficult to identify the school. It looked exactly like the one the speaker herself attended some fifty years ago. Perhaps schools have to look like that. She hesitated a moment at the door. The monitor who came forward to guide her to the principal's office gazed at her deep brown eyes and soft grey hair.

The principal was standing at her office door talking to a policeman. She was telling him that there had been more hold-ups of some of her children down on Front Street. The children's lunch money had been taken from them. Would he report this new outbreak and get more supervision for that area near the creek?

Lines of children passed up and down the hall. The speaker smiled as they passed. Occasionally a child smiled in response.

As she waited for the principal, the speaker wandered through the corridors, glancing into the classrooms. She saw children in rows facing bleak black-

boards which were either clean and shiny or covered with lists of words to be memorized, examples to be solved or homework directions to be followed.

The walls of these classrooms were grey, unrelieved except for an occasional map or a faded picture of *Washington Crossing the Delaware*. Nothing in these rooms indicated that children were living there. Perhaps they weren't living—only waiting.

Shortly the principal approached the speaker, apologized for the delay in greeting her, and conducted her to the auditorium—a huge room with a seating capacity of about six hundred. Row upon row of empty seats. In a far corner sat five or six mothers waiting for whatever was about to happen. They had received notes written in their children's best handwriting, inviting them to come to a meeting at the school on this afternoon.

More mothers, many carrying or leading young children, slowly drifted in. They seemed tired and ill at ease. The time was now 1:45. The principal said they had better wait until 2 o'clock to begin as others would be coming as soon as 1B was dismissed.

Six boys, sent in to conduct the salute to the flag, took seats in front and silently waited.

Gradually the group, numbering perhaps sixty, assembled and scattered themselves about the room. They sat quietly, tensely, children as well as parents, and waited.

The speaker held in her hands the notes on her talk—"Definition of a Community," "Composition of a Community," "Relation of School to Community," "The Parents' Responsibility." As she glanced at her notes she began to wonder about their suitability for this group. She was uncertain what to do.

Parent Education In Action

At a signal from the principal the six boys solemnly took their places on the platform. The audience arose. One boy led the salute to the flag. The president of the parent-teacher association then read a carefully prepared introduction to the speaker who would now address the group.

The speaker decided to talk informally with the mothers for a few minutes before she began her prepared talk. She told them that she knew it was difficult for mothers of young children to come to afternoon meetings; that she was surprised and glad that so many had been able to come; and that she was glad, too, that they had invited her to meet with them. Then, to help the group to get acquainted, she asked them the ages and names of their children, the grades they attended, and the kinds of work they seemed to like best.

When one mother searched in her bag, found a lollipop, walked across the room and handed it to a crying two-year-old, the speaker smiled approval. She looked concerned when an older boy came into the room and whispered something to his mother who left in haste.

A group of children, waiting for their mothers, was playing noisily just outside one of the open windows. When the speaker saw that the noise was embarrassing the mothers she said, "It's good, isn't it, to hear children laugh?"

The conversation continued. The speaker's manner was friendly. Her voice was restful. Some of the children slept. The mothers relaxed. It was obvious that they were enjoying themselves. They began to talk freely about their own interests and problems. They were concerned about the overcrowded class-

rooms, the short sessions, the lack of safe play spaces.

The speaker told the mothers some of the ways in which a group of parents she knew was solving some of these same problems. The mothers thought they too could do some of those things. It felt good to be sitting together and talking about ways in which they could help each other and their children.

At five minutes to three the principal said she was sorry, but they would have to close the meeting soon. The speaker apologized for not having made her speech but said she hadn't realized that the time was going so fast. She told the group that she would enjoy knowing each one of them better.

As the mothers left the room the

speaker shook hands with each of them and each, (even the smallest child) seemed by her manner to express friendliness and gratitude.

That night the speaker told her husband that she had met with a wonderful group of mothers that afternoon but that she was afraid she hadn't done very well. She really hadn't presented any of the material she had prepared. She was beginning to feel that maybe she wasn't fitted for work with parents. She thought she had better get into something like typing or sewing. She had always been good with her hands. "On second thought, though, maybe I did better than I know. Of one thing I am sure: both the mothers and I enjoyed our talk together. Maybe that is enough."

... When Learning Is First-hand

By ISABELLE GRAYMAN

"WHY DON'T THEY KEEP THEM KIDS IN school and learn 'em something?" I heard the shopper ask of her friend. She looked scornfully at the thirty-five children from Miss Kemp's second grade who had come to the Findlay Street Market to study food distribution.

The passerby's remark recalled to me how children learned when I attended grade school. A statement repeated several times was considered sufficient to make a lasting impression on the child's mind. One day in 1922, we rehearsed our lessons in preparation for a visit of our parents to the classroom. As the teacher pointed to the picture of a fruit on the blackboard, the class named the state in which it grew. When Miss Allen's pointer reached oranges, my sure voice responded, "Pennsylvania."

"Isabelle," said Miss Allen sternly, "you should know better than that.

Smack yourself on the mouth ten times to help you remember that oranges come from Florida and California."

Perhaps the physical and mental hurt of those self-inflicted ten smacks help me remember the origin of oranges today. However, the present methods of visual education are a more effective means of helping children learn. Today, Miss Allen might have a huge map on the wall. Attached to each state would be the actual fruit. Little Isabelle or Tommy can see which fruits grow in the warmer states. They can touch the fruit and form associations that will keep the concept in their minds.

To paraphrase the three monkeys who "hear no evil, see no evil, and speak no evil," the children of today learn when they "hear it, see it, and do it." Reinforced perception through the various sensory processes will eliminate the oft-

heard plaint of the adult, "I learned it once in school but I can't remember it now."

A Trip to a Farm

The activities of Miss Kemp's second grade of which my daughter is a member give a good example of this method of teaching.

The class is studying foods and Miss Kemp has developed an integrated plan of study. On a sunny fall day the children boarded a chartered bus for a trip to a farm. Dressed, almost as if in uniform, with blue jeans, sweaters, and heavy walking shoes, each child carried his own lunchbag.

The bus resounded with happy voices, pleased with the prospect of a day in the country. When they became too exuberant Miss Kemp's pleasant voice cautioned, "You must be quieter, little people."

The children followed the farmer who told them about his farm. They saw white-faced Hereford cattle, brood mares for bearing racehorses, and the little pony named "Rumpus" who performed tricks for them.

On the way to the duck pond, their sharp eyes found material for nature study—milk-weed pods, galls, maple tree "winged" seeds, thorny seed pods and burrs that attach themselves to animals to be planted in another site. These were all collected and brought back to the classroom for study.

After the children's lunch and playing games like "Farmer in the Dell", the inspection of the farm continued.

Have you ever looked up the inside of an empty silo? The children did and heard their voices echoing back from the hollow concrete cylinder. They saw the care and order of farm implements not in use in the fall.

The colorful vegetables in the field gave promise of a bounteous Thanksgiving feast.

Silent, nodding heads on the homeward trip contrasted with the garrulous excitement of the ride to the farm.

"What did you like best about the farm?" asked Miss Kemp the next day. Some of the enthusiastic answers were:

"The baby goat saying 'Ma-a-a' was fun."

"The baby pigs drink milk just like my baby sister does."

"I liked the little milk snake we saw in the dairy barn."

"I wasn't frightened when the donkey ate the apple from my hand."

Thus, with discussion and the preparation by each child of a story-and-picture book entitled "My Trip to the Farm," their impressions were strengthened. Films borrowed from the visual aids bureau were used to supplement classroom work. Not many children will forget what they learned at the farm.

As the next step in the study of food the class went to Findlay Street Market. This remnant of the old markets where farmers brought their products for sale to the consumer has largely been replaced by a streamlined supermarket. Each child came provided from home with a list of food to buy and money for his purchases. The children learned:

The varieties of fruits, vegetables and meats available at the market.

Comparison shopping. Some children went from one stall to another until they found the one with the lowest price for a good product.

Multiplication and division. If 5 lbs. of apples cost 25 cents, then each lb. will cost 5 cents. My mother wants 3 lbs. of apples. That will be 5, 10, 15 cents.

Addition and subtraction. If I gave the man 25 cents and the pound of grapes cost 10 cents, he should give me 15 cents in change.

Borrowing and returning. One boy ap-

proached me timidly, "My Mother forgot to give me my money. May I borrow enough from you to buy some tomatoes to bring home?" The next day, with thanks, he conscientiously returned the money to my daughter.

The passerby would certainly have reconsidered her caustic remark about "keeping them kids in school" had she watched the transactions carried on by these seven-year-olds.

"Let's build a play market" was the unanimous decision of the class that afternoon. With play money and papier-mache produce they reenacted their experiences at the market. The abstract arithmetic problem was supplanted by the motivation that there is usefulness in knowing how to add, subtract, multiply, and divide. Similarly the children were given greater impetus to learn to read.

Logically, Miss Kemp is continuing with a study of basic foods, nutritional values, and daily requirements. This morning my daughter requested, "I'd like fruit juice, an egg, toast, butter and jelly, and a glass of milk for breakfast." I hope the days of drinking a half glass of milk under protest are over. My thanks to your teaching, Miss Kemp!

Parents, Too, Can Help

Actually the use of visual education can start much earlier than with the entrance of the child in school.

What child has not been thrilled at being taken to the railroad station to watch the trains come in? How about airplanes? And truck loading platforms? Our children have enjoyed trips on rowboats, ferries, and excursion steamers. They've learned about means of transportation from their first conscious moments in the baby carriage to our last inspection of a diesel engine.

Has your child ever seen the inside of a factory? We recently visited a

bottling works. My four-year-old son was thrilled, not so much by the free bottle of a soft drink at the end of the tour, but by the symphony of noises of the machines and their frenetic motions.

Let your child see the artisan at work in a pottery plant.

Mass production in a dress factory is fascinating to a child accustomed to mother's sewing a dress at home. The shirt-sleeved cutter uses his electric shears to cut dozens of dresses at one time. The whirr of twenty sewing machines stitching seams is a revelation.

Our children can name practically all the road building equipment in existence. This is not because their daddy is an engineer but because they've often watched construction jobs.

"There goes a sheepsfoot roller," calls our younger child watching through the living room window.

"There's a transit concrete mixer spinning around," remarks our daughter as it passes us on the road.

As our children grow older we can learn (and have fun) with them by visiting courts, city councils in action, and buildings of national, historical and literary interest.

This incident at the Children's Playhouse Nursery School which my son attends serves as an example of impressions made by "seeing and doing."

To celebrate his fourth birthday I showed color slides we had taken of objects of interest to the four-year-old. As each picture flashed on the screen there were shouts of "a train," "a lighthouse," "a windmill," "an airplane," "a tugboat." When the picture of an impressive white building appeared, the children took up the cry of one child, "a hotel."

My son interrupted convincingly, "That is not a hotel. That's the capitol of the Newnited States! I was there!"

Keeping Up With Our Children

Muriel Ward, teacher in the Palisade Nursery School, New Jersey, discusses three provisions necessary for the development of maturity in young children. "If we are using arbitrary boundaries of maturity as an excuse for not extending our efforts to discover ways to help young children to further their development, then we are not growing ourselves," she concludes. Thus the onus for children's maturation in terms of environment factors is on those of us who guide them.

"WHAT A GOOD RACKET THIS IS!" commented the taxi driver sent to a nursery school to pick up two youngsters usually transported to school by their parents. "Guess I'll go back down to Florida, get me an old barn and second-hand piano, and I'll be all set!" This to him would be a nursery school!

Shocked? Yes! We are rightly shocked by such superficiality, by such lack of understanding of both the needs of young children and the essentials for meeting them. The taxi driver saw neither the children as individual personalities with capacities to be developed, nor the environmental factors necessary to challenge developmental progress toward maturity.

What is this maturity, this goal of growth for each individual? It shifts with each level of progress. And, if we hold to a dynamic philosophy of learning, it is a goal never completely attained, since we can always grow in knowledge and in fulfillment of capacity through continuing use and contribution. The taxi driver, while mature in his physical growth, was far from mature in his understanding and judgment. That is a point for us teachers to stop and ponder. How mature are we? For upon our own maturity, upon the development and use of our own abilities will depend

our understanding of the maturity of children and our provision for the stimulation of their growth through successive stages.

To the extent that we continue to grow, to question, to see and to find, will the children whom we guide be helped toward maturity in more aspects of their personalities and capacities. To the extent that we continue to grow will our guidance be out of the category of a racket and in the realm of enriching service. This is true because in direct proportion to our growth is our capacity to provide those environmental factors beyond the barn and second-hand piano which will be determinants in bringing forth growth in the child.

Maturity is the gift of inheritance interacted upon by the gift of environment. We as teachers have a direct hand in this gift of environment. Everything that happens to a child affects his growth. He is born with power to develop into an adult human being, but how effectively is determined largely by what happens to him along the way. So it is with the plant that may be stunted or grow to perfection in accordance with the soil, climate, and the care it receives.

Since we as persons form a part of the child's environment, and since we

also share in providing the physical environment, our aim must be to make both aspects as worthwhile as possible. In doing this we must know the expectancies of growth. Research in human growth and development provides us with some guide posts. In using these we must constantly remember that there are individual differences and individual rates of growth. Consequently our guide posts must not be used to fence in arbitrary boundaries for the growth of young children. The very nature of growth demands fluidity of environment, stimulation and opportunity.

Grouping and Growth Toward Maturity

When we arbitrarily put all the three-year-olds in one group, the twos in another, fours in another, are we not directly limiting possibilities for growth and setting boundaries for maturity? If we take down the gates, allow mixed-age grouping for part of the program, youngsters can seek their own levels of interest and capacity. We are able to get a broader picture of each child and his stage of growth. Taking our cues from his responses we then can more adequately provide for his needs. Some children need opportunity to be with children younger or older. How can we know this if we never give them opportunity to show us? For example:

Ned was a two- and-one-half-year-old who was quiet and listless. He came to life in a mixed group where he could find his own level of interest. This was because his mental maturity had outstripped that of his chronological group and he was not challenged. But in the mixed group he could cooperate with the ideas of the threes and fours and make his own contribution. This was seen when a small group of older children were using an uprooted stump for a cow. They pretended to milk it. Ned joined them. He put the "milk" into bottles

(blocks) and helped load them into his wagon. "Milk! Who wants milk?" he called. Our quiet Ned had suddenly become the loudly hawking milkman.

It is within our power to enrich the possibilities of developmental growth of the young child at another point through the mixed-age group. Personality and emotional-social needs are more adequately recognized and met in such an environment. Here they learn to know, understand, and get along with others of all sizes, ages and temperaments. There is the opportunity to feel adequate and helpful. For example:

Four-year-old Stan helps two-year-old Tom with his coat and manages all the big buttons. "See, I put his coat on. He can go with us now."

At the slide and balance board the four says to the three, "I'll hold your hand. I'll catch you. You're all right!"

There is such mutual pride, joy, and a feeling of achievement for both when the five brings you to watch the two- and-one-half jump all by himself from the apple box—something achieved stage by stage through days of self-appointed practice.

Free Use of Materials

Not only do the free exchange of interests play a part in helping to meet the needs of variant maturation levels but also the free use of materials. When the twos can have access only to that material and equipment we deem best suited for them, they are again bounded by arbitrary and artificial restrictions. If these are removed we find some twos passing by the small carriages and wagons and eagerly shoving and hauling the biggest ones up and down.

And why not? Their big body muscles are crying for action. They need a good work-out. They are growing.

The same thing is true for older children. Where two years ago the fives used pegboards for the pure joy of manipula-

tion, they are not now denied their use though they have passed that stage. Rather, their ingenuity and creativeness are challenged to use such manipulative materials in other ways.

With John (just three) there was thought to be a lack of interest and capacity to distinguish different shapes and relate them as required in the simple inlay puzzles. He threw the pieces around instead of finding their places. Then one day he took over a more complicated puzzle used by a five-year-old and worked it perfectly. Vice-versa, Steve who was five found satisfaction in using the three's puzzles, whereas he had felt defeat with those of the fives. Providing a wider range for young children helps us better to determine their level of capacity and to stimulate it forward from that point.

Yes, there are danger spots: domination, strain to keep up, over-stimulation. But these we can watch for and give guidance to avoid them. It is better that we do this than to deprive youngsters of the mutual joy and growth that can come from such an environmental set-up. How better can we provide for the variant in individual development than to allow all variants to be present so the individual can find the stimulus he needs to challenge that budding capability and bring it forth into maturity and satisfying use?

Meaningful Experiences

If we are to keep up with the ever-extending developmental needs of children we must seek constantly to remove the barriers that hem us in. One such barrier is the unquestioning acceptance of the thought and practices of the past. If we push down a fence or two we may find new areas which indicate we have not adequately understood and met the

potential capacities of our youngsters at successive levels of growth. Children are seeking; we must seek. Thus we can continue to grow together.

Let us look critically at the content of the environment we provide for the two to sixes. Is it meaningful, rich, dynamic? Does it extend horizons, understandings and learnings? Contrast it with what young children had opportunities to learn years ago. Through active participation with their families they learned the processes necessary for providing the basic needs of life—food, clothing, shelter. Today these essentials come prefabricated. Socio-economic changes have squeezed the realm of learning for many little children into the monotonous areas of yard, street, park or alleyway. This change has robbed them of their right to learn through countless meaningful experiences of daily living. It has robbed them of their right to realization of their capacities.

We are striving in nursery education to find ways to counteract this deprivation, to re-adjust to these changes. To do so requires a constant questioning. Children of this era are being transplanted to playgrounds, roofs, playrooms. Are these confines giving them a sterile, stagnant environment, limiting realization of capacities which means limiting maturity? Are they going aimlessly from slide to sandbox to swing in a vacuum of ideas? Have we been so concerned with the shell that we have forgotten the substance of environment?

How can we reach out and bring meaningful experiences to our children within the confines of this physical environment? Children learn through doing. Then we must put meaning into that doing. It will not be forced. They will take what they are able to take at their own pace. The point is to provide

the substance for their capacities to work on. Through that working they mature.

Children's questions, conversation, play give us countless clues. From these we can determine points of interest which can be extended meaningfully. Take this instance:

Barry was loading blocks into a big packing case. "Meat, meat, more meat!" he said.

Jeff pulled up a wagon full of blocks. "Here, put mine in, too." He handed his blocks to Barry.

"Meat, more meat in the deep freeze!" chanted Barry.

"So you are storing away food for the winter just like the squirrel puts away his nuts," the teacher observed. The group had been watching the preparations for winter in the world of nature, and this parallel served as a starting point for a series of related story sequences through which they learned how man prepares for winter.

When our grandparents were four-year-olds they understood the how, why and where of things because they had a share in their making. They helped pile the chopped wood for winter use. They experienced the reasons for the reserve piles in the wood lots and the careful use of supplies.

Today our youngsters want to know the how, why, and where of their daily lives. It is more complex. It is more difficult to experience, but we can find a way to simplify and to bring near the distant parts. If we do, then it is not amazing when a four- and one-half-year-old one day starts telling his family at dinner about his fuel supply from oil well to basement tank. He has experienced sustained interest through continued story sequences and has acquired understanding.

The technique necessary for this is to provide a vicarious learning experience—a way of experiencing what children would see, hear, smell, touch and share in doing if they were actually living

where these various processes were underway. This requires a growing ability to see through children's eyes. Each idea or stage in the sequence must be developed simply and dramatically. The use of dolls for the characters, horses, animals, trucks, trains and blocks lend graphic illustration to the continuing story sequences. A picture file is a must.

The interest, concentration and group activity which develop from such meaningful experiences far surpass our expectations of developmental progress. Ideas held and worked on in common seem to suffuse many areas of activity. They find expression in painting, block building, rhythms, dramatic play.

The knowledge held in common lends purposefulness to endeavor. Consequently greater cooperation and cohesiveness develop. Continuity is experienced in their activity through their own initiative. Group undertakings which develop seem to call forth individual capacities of which neither the child nor the teacher thought him capable. Given something to work on, maturity seems to show itself.

Are We Keeping Up?

Are we keeping up with our children? Are we arbitrarily deciding what their capacities are? Or, are we experimenting with new possibilities that will constantly widen their chances to use and prove their maturity?

Perhaps our fear of putting strain and pressure on the young child has made us hold back too much for his own good. We must recognize that information, knowledge, ideas themselves involve neither strain nor pressure. The important questions are: Are the ideas especially significant to the child? How are they presented? How are they used? Are they geared to the child's level,

(Continued on page 52)

News and REVIEWS . . .

News HERE and THERE . . .

By MARY E. LEEPER

New ACE Branches

Boulder Association for Childhood Education, Colorado
Indiana University Association for Childhood Education, Bloomington, Indiana
Los Alamos Association for Childhood Education, New Mexico
Fayetteville State Teachers College Association for Childhood Education, North Carolina
Second Charlotte Association for Childhood Education, North Carolina
Medina County Association for Childhood Education, Ohio
Alice Association for Childhood Education, Texas
Kilgore Association for Childhood Education, Texas
Everett Primary Council, Washington
South King County Association for Childhood Education, Washington

Reinstated

Pike County Association for Childhood Education, Alabama
John Muir Association for Childhood Education, California
Fond du Lac Association for Childhood Education, Wisconsin

Mary O. Pottenger Retires

Mary Osborne Pottenger, general supervisor of elementary education in the Springfield, Massachusetts, public school system since 1921, retires on October first. Recently Springfield College presented Miss Pottenger with the honorary degree of master of humanities. The following is from the citation read at that time: "Recognized leader in the field of public education; exceptionally gifted in the selection, placement, and guidance of elementary school teachers. For twenty-nine years the teachers, pupils, and parents of Springfield have confidently and freely drawn upon her talents for solutions to their problems. Her leadership has brought distinction to the Springfield school system."

Miss Pottenger has long been active in the work of the ACE in Springfield, in the state, and in the North Atlantic Region. The Springfield ACE honored her recently by establishing the Mary Osborne Pottenger Book Fund. This fund is for the purchase of beautifully illustrated books which the library could not afford to buy. All books will be selected by a joint committee composed of representatives of the library and the Springfield ACE.

Martha King Alexander

Martha King Alexander, supervisor of elementary schools in Tampa, Florida, died on April 5, 1950.

Miss Alexander developed the junior-primary program now in use in the Hillsborough County, Florida, schools. She was an active member of many state education committees and worked closely with the State Department of Education. She has been active in ACEI for many years and at the time of her death was a member of the Intermediate Committee. One of her friends has said: "Miss Alexander was a person of pleasing and dynamic personality, radiating happiness in the performance of her work. She placed the good of all beyond that of self."

Lillian H. Stone

Lillian H. Stone died in February, 1950, at her home in Berea, Kentucky. For many years Miss Stone was a member of the faculty of the Cincinnati Kindergarten Training School. She served as vice president of the International Kindergarten Union—now the Association for Childhood Education International—during 1914 and 1915, and continued her interest in the work of the Association throughout her lifetime.

To Peru

Betty Klemer, former associate executive secretary of ACEI, left Washington, D. C., in July for Peru. Miss Klemer goes to Peru at the invitation of the Education Division of the Institute on Inter-American Affairs. Her work will be in the field of teacher education.

Childhood Education Materials to Germany

ACEI is in the process of assembling for twenty curriculum centers in Germany, books, photographs, films, recordings, and materials used in early childhood education programs. This is being done at the request of the State Department and is a part of the reorientation program in Germany. Funds for financing the project are supplied by the State Department.

Elizabeth Neterer of Seattle, Washington, as director of the project, will select the materials and write the study guide that will be sent with the materials. Members of her advisory committee are: Sadie Ginsberg, Baltimore, Maryland; Bess Goodykoontz, Washington, D. C.; Jessie Stanton, New York City; and Agnes Snyder, New York City. It is hoped that the major part of the work on this project can be completed by early fall.

Associate Secretary of ACEI

Mamie Heinz of Atlanta, Georgia, joined the headquarters staff in Washington on June 15 as associate secretary. Miss Heinz is ably qualified for work at headquarters through years of successful teaching experience, out-

standing work in the Atlanta ACE and as president of the Georgia ACE.

She has been closely identified with the work of the International Association. In 1939 when the annual study conference was held in Atlanta she served as chairman of the local conference committee. In 1941-43, as one of the vice-presidents, she represented kindergarten education on ACEI's Executive Board. In answer to an SOS from the Executive Board, Miss Heinz spent the year 1945-46 as a member of the headquarters staff. It is with gladness and gratitude that staff members again welcome Miss Heinz into the headquarters family.

As an associate secretary Miss Heinz will guide the information service, serve as consultant in international activities, and assist in the general work of the Association.

1950-51 ACEI Fellow

Willow W. Benbow, a primary teacher of Winston-Salem, North Carolina, began work at ACEI headquarters in Washington on August first. Miss Benbow, as the 1950-51 Fellow, represents all ACE branches and is the special representative of branches in the Association's South Atlantic Region. As she participates in the routine work at headquarters, she will become familiar with all phases of the Association's activities.

This Fellowship was established in 1939. It covers a period of eleven months and the invitation goes in turn to teachers in different sections of the country. The recipient is selected by the Executive Board of the Association and an invitation is extended to her through the superintendent of the school system in which she teaches.

The Association's needs and plan of work for each particular year, as well as the personal qualifications of the teacher, guide the selection of the Fellow. The Fellow for 1951-52 will be selected from the Pacific Coast Region.

ACEI's 1951-53 Plan of Action

The time is here for the development of the 1951-53 Plan of Action. Voting members at the Association's annual meeting in Seattle next March will determine the areas in which ACEI will work with most emphasis during the two years ahead. Selection of these areas is a serious and important matter. Wise decisions will be made if the Executive Board has the help of many members living in many

different places. Questionnaires were sent to international members in July. Branch presidents will receive them in early September. May we have replies from *all* of you before October 20? This is one of the most important services you can render your Association.

Nominating Committees

The ACEI Executive Board at its meeting on April 14, to comply with the statement in the revised constitution, appointed two nominating committees—one to present names of candidates for 1951—another to present names of candidates for 1952.

The chairman of the 1951 nominating committee is Bernice Baxter, public schools, Oakland, California. Suggestions of people that should be considered for president; vice-president representing nursery school; vice-president representing kindergarten, may be sent to Miss Baxter before October first.

The chairman of the 1952 nominating committee is Alta Miller, Midvale, Utah. Suggestions of people who should be considered for secretary-treasurer; vice-president representing primary; vice-president representing intermediate, may be sent to Miss Miller before January first.

See Article IV Section 2 of ACEI constitution for details of other ways in which *all* members are asked to participate in choosing the officers of ACEI.

1951 ACEI Study Conference

The place is Seattle, Washington. The date is March 26-30. Now is the time to plan to attend.

ACE members in Milwaukee began this planning early last spring when they requested the school board to schedule the spring vacation for the week following Easter. The request was granted and now teachers in Milwaukee are free to attend the ACEI conference on their own time.

Village Housewives Go to School

Housewives in Faizbad, Afghanistan, are now going to school and taking their children with them. The school has a curriculum specifically suited to the needs of village women. Eastern and Western methods are synthesized in the teaching of domestic science, cottage industries, hygiene, first aid, child psychology, and arithmetic. Children under six years of age go with their mothers and attend the nursery attached to the main institution.

PHOTOGRAPHS NEEDED

Photograph files of the Association need replenishing. Readers are invited to participate in the production of ACEI publications by sharing their pictures. Unposed photographs are needed of children in action in home, school, and community situations. Close-ups of children are also welcome. Glossy prints are best for reproduction purposes.

Place your name and address, name of your school, and the date on the back of each print. This will insure proper credit if the photo is used.

Your gifts of small as well as large pictures will be much appreciated.

DOROTHY S. CARLSON
Assitant Editor

USING WHAT WE KNOW FOR CHILDREN

This is the title of a forty-page bulletin which tells the story of ACEI's 1950 Study Conference held in Asheville, North Carolina, last April. The conference reports are grouped under such headings as: Broadening Our Understandings, Studying Together for Children, Sharing News of Cooperative Action for All Children, and Reviewing and Planning Association Work. Valuable for individual study and branch discussion.

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Teachers, administrators, and parents, too, will welcome this new bulletin. Good "tools of learning" are important—especially in the education of children. Selecting the right equipment and supplies is a complex problem.

Approved lists suggesting desirable equipment for each group and standards for judging the practical value of the materials were established. At five test centers manned by groups of able and experienced teachers each article was actually used by children and the results of the tests were noted on complete check lists. Only approved materials are listed in this bulletin.

SCHOOLTOWN, U.S.A. — Teachers everywhere deplore the recent demand for a return to the "solid discipline of the three R's," which implies drill for its own sake, without regard to understanding. They point out that resourceful teachers have always made use of planned practice to secure the skills necessary in our world. But emphasis on skill without regard to meaning can, they caution, only result in parrot-like behavior which is the opposite of democratic, responsible maturity.

WORLD POWER THROUGH SPELLING puts the emphasis on meaning. Through seven grades, 2-8, it teaches spelling in meaningful context. It makes sure that pupils grow in power to use language for effective expression. This program expands not lists of words to be spelled, but an effective vocabulary.

MAKING SURE OF ARITHMETIC, by its emphasis on meaning, makes skills a means to an end—permanent power in using arithmetic in everyday living. Feats of memory in grade school are empty triumphs if the adult is unable to understand what cost factors must be figured in buying a house. For grades 1-8, with guides and workbooks which supplement the reteaching, planned practice, and realistic problem-solving program of the texts.

MAN IN HIS WORLD, an essential geography program, proves the assertion of the teachers that our schools have learned how to put skills to work. Map reading, picture reading, ability to use facts in new situations to deepen our understanding of large social-geographic concepts, are developed in this series to an exceptionally high degree. These books, teachers assert, put skills in their proper perspective: skills must contribute to understanding, for understanding is the real source of useful citizenship.

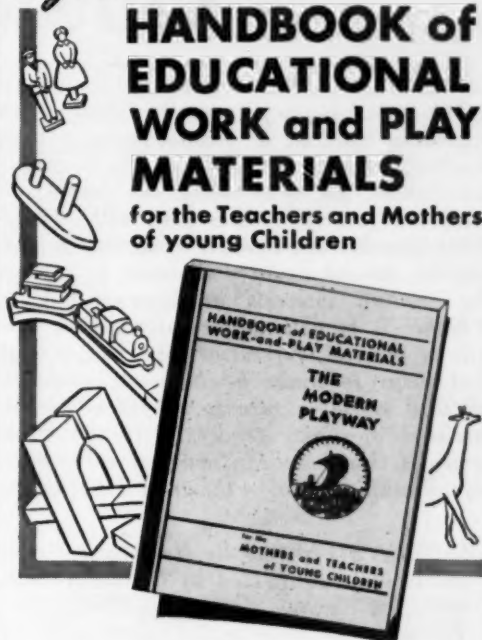
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Books for CHILDREN . . .

Editor, LELAND B. JACOBS

The out-of-doors perennially serves as an appeal to children of various ages in their reading. Farm life, animal life, camping experiences, the open range, the jungle: all these are favorite themes that, with distinctive originality in treatment by an able author, can be utilized again and again to capture the reading interests of boys and girls. Whether it is fictional or informative, realistic or fanciful, current or historical, a book that helps to make a child one with his physical world is sure to attract a sizeable audience of young readers. All the books reviewed this month, in one way or another, capitalize this appeal of the great out-of-doors.

GRANDPA'S FARM. By Helen and Melvin Martinson. Illustrated by Chauncey Maltman. Chicago: Children's Press, Inc., Throop and Monroe St., 1949. Pp. 38.

\$1.50. Here is a pleasant, intimate picture of life on a general farm in Midwestern United States. Grandpa's farm is complete with calves, colts, pigs, sheep, ducks, and a friendly collie dog. There are fields of corn, wheat, and hay, and a fine barn. All the things that make a farm a joyful place for boys and girls are appealingly presented.

Little plot, in the ordinary sense of the word, holds this book together. Rather, the account is carried forward largely by conversation between the two main characters, Billy and Mary, as they explore the various farm activities in spring, summer, and fall.

Chauncey Maltman's animals and children realistically suggest the magic of "growing" so essential to all interpretations of farm life. Children of seven and eight will enjoy going with Billy and Mary to *Grandpa's Farm*.

SONG OF THE PINES. By Walter and Marion Havighurst. Illustrated by Richard Floethe. Philadelphia: John C. Winston Company, 1010 Arch St., 1949. Pp. 205.

\$2.50. Nils Thøerson, an orphaned wandering Norwegian knife-grinder, left his beloved country with the Svendsen family to make a

new life in the Wisconsin woodlands. The Svendsens settle down in the Wisconsin territory to wrest a living from the fertile but untamed soil. Nils moved on to make his own way as an itinerant knife-grinder. However, there was little need for this trade, and he turned to whatever was available to keep body and soul together. It was finally in the lumber camps of the north woods that Nils found a new use for his old trade and thus he became an expert cant-hook maker for the lumberman.

This is a stirring story of individual fortitude and a tribute to the indomitable spirit of the Norwegian people who helped to settle our Northwest. The early chapters sympathetically picture life in Norway. Throughout the story-telling there is a poetic quality in the prose—a quality that in itself is like the song of the pines. This would be a good book to read aloud to boys and girls in the later elementary grades. Without didacticism, these authors salute the courage of such people as Nils and the Svendsens who helped to win this continent as a "land of the free."

THE FIRST BOOK OF COWBOYS. By Benjamin Brewster. Illustrated by William Moyers. New York: Franklin Watts, Inc., 285 Madison Ave., 1950. Pp. 41. \$1.50.

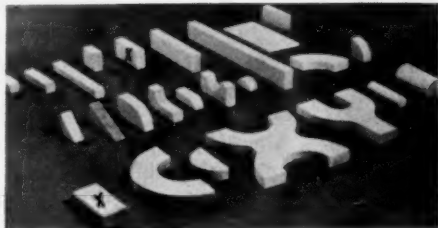
American youngsters are familiar with radio and movie versions of cowboy life. Here is a different account—a factual one that makes the American cowboy not only glamorous but significant. This book debunks the stereotypes of the "B" movies and radio thrillers, but it does more. It makes the real job of the cowboy every whit as appealing as the stereotype. It tells how the cattle are rounded up and driven to market, how wild horses are gentled, how cattle are branded, how the lonely work of line riding on the range is carried on. It explains entertainingly the special tricks of the cowboy's trade: breaking broncos, stopping stampedes, lassoing horses, throwing calves. It shows that the cowboy's picturesque clothing is necessary equipment for ranch life.

The cowboy's special vocabulary is woven into the account in such a way that the reader contextually flavors the language as it would be used naturally on the ranch. The illustrations are so well placed throughout the book

(Continued on page 42)

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Books for CHILDREN

(Continued from page 40)

that they, too, help the reader experience the work and play of the cowpunchers.

Eight- to ten-year-olds (and slow readers beyond this age) will get pleasure and information from this book.

PERHAPS I'LL BE A FARMER. By Ray Bethers. Illustrated by the author. New York: Aladdin Books, 554 Madison Ave., 1950. Pp. 51. \$1.75. This informational book on the work of the modern farmer will be a useful resource for children in the middle grades. Beginning with "How Soil Is Farmed" and "Making Soil More Fertile," the author proceeds in concise style to summarize information as to kinds of farming, irrigation, breeds of horses and cattle, the U. S. Department of Agriculture, and state and county fairs. His concluding statement in answer to the question "What is a farmer?" is a neat operational definition of the many jobs of the farmer.

In collecting his information, Bethers had the assistance of governmental agencies, experts employed by industrial companies, and organizations interested in farm life. His illustrations are almost diagrammatic in their interpretation of content. Here is an attractive addition to books about farming for children—a book with a distinctive vocational slant.

PICKEN'S GREAT ADVENTURE. By Norman Davis. Illustrated by Winslade. New York: Oxford University Press, 1950.

Pp. 45. \$2. Picken, a chief's young son, knew that there were thrills aplenty on the mighty Gambia River and more than anything else Picken wanted adventure. With his father's permission, he started off in his canoe for a week's holiday. Along with him went his bow and arrows, his charm necklace, and a friendly brown monkey. Wise in the ways of jungle life, Picken took in his stride the killing of bush-cats and hissing snakes. The great adventure came later, when with the aid of his monkey, the boy outwitted some "plenty-bad thief men." For this he was given honors and gifts by the great Safu himself. Safely home again from his holiday, his own people gave him a great ovation for his heroism.

Norman Davis, while in war service in Africa, met the child from whom he created Picken. Perhaps this is the reason that what might have been a highly melodramatic plot is, instead, the story of a healthy, normal African child who loves the out-door life. Winslade's two-color drawings extend the authenticity of the story, particularly several full-page illustrations of genuine distinction. Ages 7-10.

LOBLOLLY FARM. By Madye Lee Chastain. Illustrated by the author. New York: Harcourt, Brace and Company, 383 Madison Ave., 1950. Pp. 227. \$2.25. It was a wonderful summer in the early 1900's that Melinda spent with Grandpa and Grandma and her cousins, Cassie and Lucy, on their Texas farm. Country housekeeping duties, a trip to a sawmill, visits with neighbors, and attendance at an all-day community sing were experiences quite different from her city life. Her weird adventures in the bayou and during a cyclone are high points in the story. Melinda's enthusiastic campaign to help a poor neighbor family in the cyclone climaxes a highly successful summer vacation.

The author imbues her characters with distinctive personalities. The community spirit and good neighborliness that pervades this story of family life is warm-hearted and sincere. Girls of nine to eleven who like "old fashioned days" will delight in Melinda's doings at Loblolly Farm.

SMOKEY'S BIG DISCOVERY. By Hall Preston and Cathrine Barr. New York: Oxford University Press, 114 Fifth Ave., 1950. Pp. 30. \$1.50. Farmer Brown's acres and acres of carrots made his the best farm in all the country. Smokey, a hungry little rabbit, discovered the farm, ate one carrot, and proclaimed it "de - li - cious." Thereupon he hurried home and told all his relatives and friends about his wonderful find. By daybreak the next day the rabbits were full of carrots and Mr. Brown's fields were empty. Farmer Brown never knew what happened, but, with the last page of the story, which reads "But we do, don't we!" the five- and six-year-old will burst into knowing laughter.

The illustrations, done in grey and orange, are so alive, gay, and full of movement that they delight young readers.

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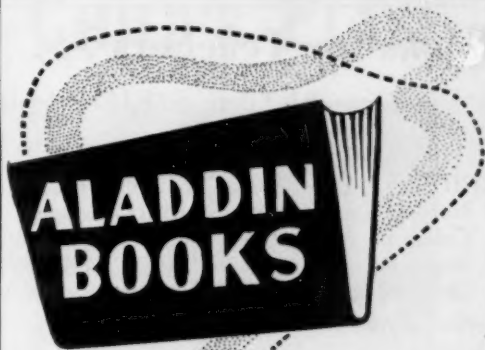
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1. PERHAPS I'LL BE A FARMER

Written, Ill. by Ray Bethers. (Aladdin Vocational Series.) Simply written, beautifully illustrated introduction to all phases of farming, soil formation and erosion, crop and herd selection, marketing, farm societies are but a few topics. Recommended by Louis Bromfield. 5th grade through 9th. Retail \$1.75. Teachers \$1.30. Special Library Binding \$2.25.

2. WHAT CAN I DO NOW?

Written, Ill. by Emily R. Dow. Excellent handbook for teachers; simple, enthralling reading for youngsters. Helpful ideas for "idle" moments: indoor, outdoor games; handwork; things to think about, to collect, to make; jingles and ditties, etc. 1st grade through 8th. Retail \$1.95. Teachers \$1.55.

3. THE CHRISTMAS FOREST

By Louise Fatio. Ill. by Roger Duvoisin. A delightful Christmas Nonsense Story. Hilarious when read aloud. Youngsters will love the colorful, gay illustrations on every page—as Santa's little forest friends save him from a "terrible predicament." 1st grade through 4th. Retail \$1.25. Teachers \$1.00. Special Library Binding \$1.75.

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Books for Teachers . . .

Editor, RUTH G. STRICKLAND

CHILDREN DISCOVER ARITHMETIC. An Introduction to Structural Arithmetic. By Catherine Stern. New York: Harper and Brothers, 49 E. 33rd St., 1949. Pp. 295. \$4.50. This book is based upon a

series of experiments carried on with school children just beginning to make their first contacts with the number system. It describes a method by which children "discover" arithmetic through the manipulation of especially constructed concrete objects in natural play activities.

The author sees the basic number process, not as counting, but as measuring each quantity in terms of our number base of ten. The structural method of teaching number seeks to give children quantitative insights to enable them to make this measuring automatic and yet meaningful. Dr. Stern believes that very young children are exploring to establish relationships in their environment and that this need to discover should be satisfied naturally and in concrete ways. Her goal is to set up patterns of thought about numbers, their combinations and processes, through opportunities for self-teaching which are presented to children in orderly steps.

Through the use of especially prepared structural materials—blocks, wooden frames, boxes, and other devices—children become acquainted with many concepts concerning the number system long before they learn notation. This method emphasizes dramatically the number system itself and is in direct contrast to the drill method which depends for its success upon rote memorization of number symbols. Through the structural approach the number system becomes real because it develops before the child's eyes and in his own hands.

For all teachers seeking to improve their teaching of beginning arithmetic, this book is thought-provoking. It seems to point the direction toward a more vitally interesting program. For those children who come to the intermediate grades with what teachers often call "no number sense" there are many

suggestions here for building that "feel" for numbers so important for real skill in arithmetic.

Not all teachers will agree that building number concepts is of primary importance in the lives of preschool children; yet there is ample evidence that, at whatever age children begin to organize their number ideas, structural materials have a contribution to make.

The extent to which such an introduction to arithmetic as is described in this book represents arithmetic in real life is not indicated, except that the author assures the reader that the carry-over is easy and productive of understanding. The method presented deals frankly with only the mathematical aspect of arithmetic.

Children Discover Arithmetic is worthwhile reading for those who wish to analyze their own methods of developing meaning in the teaching of numbers and for those who seek to gain insight into successful new approaches.—Reviewed by MAXINE DUNFEE, assistant professor, Indiana University, Bloomington.

THESE ARE YOUR CHILDREN. By Gladys Gardner Jenkins, Helen Shacter, and William W. Bauer. New York: Scott, Foresman, 433 E. Erie, 1949. Pp. 192. \$2.50.

Here is a valuable new book on child development which should be useful to both teachers and parents. It covers the range of child development from five years through adolescence in a vivid and readable manner. A chart of normal development makes outstanding characteristics easily evident at the various age levels. The chapters are devoted to sketches, characteristics at each age level, and to a variety of well chosen case studies.

The text paints the picture of the slow and steady growth which takes place from early through later childhood and is supplemented by delightful pictures of children behaving in natural, spontaneous, unself-conscious manner.

Case studies, given in clear detail, deal with all types of child problems, some of which center in the school, some in the home, and some in both. They show quite clearly the ways in which parents and teachers working together can solve children's problems.

The latter part of the book gives a detailed

(Continued on page 46)

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Books for TEACHERS

(Continued from page 44)

list of concepts which can be developed at each age to help build mature, social, and physical health. The lists are sound and should be easy to refer to in tracing growth from level to level.

A supplementary book list is given for additional reading. Though the book itself is not documented, the carefully selected list of references covers a good range of types of contribution. Some films are suggested which could be used for parent-teacher meetings and in teaching-training programs.

The book should prove an excellent supplement to some of the more carefully documented child development volumes in use in teacher-training courses. Many teachers may feel that though the book contains too little scientific source material to warrant its use as a basic text in a child development course, it would as a supplementary reference add greatly to the value of the course.

Parents and teachers can gain from the book a deepened understanding of children and an increased awareness of the interacting factors which influence child behavior. With this, as with all other books which list characteristics for various age levels, one needs to remember that it pictures a composite child and that all individual boys and girls may differ at many points.—R. G. S.

LIVING AND LEARNING WITH CHILDREN. By Mollie Stevens Smart and Russel Cook Smart. Boston: Houghton Mifflin, 2 Park Avenue, 1949. Pp. 271. \$2.

Living and Learning With Children is an excellent title for this book by Mollie Smart (a former staff member of Merrill-Palmer School) and Russell Smart (an associate professor of child development and family relationships at Cornell University). The book, about many kinds of children and their families, was written to help young people understand children and also to help them to understand themselves better and prepare them for parenthood.

The book is most attractively illustrated with pen and ink sketches. The characters, so real that it is difficult for us to believe they are imaginative, live in houses pictured and geographically placed on a map at the beginning of the book.

The information of the book is classified under five units, Physical Habits and Attitudes, Discipline and Work, Learning Through Play, Emotions and Personality, and You and Children. Each chapter dramatically presents an incident in the life of the children in one of the families. It is then discussed, analyzed, and explained with unusual clarity. Opportunity for further reference work is provided by a specific bibliography for that phase of learning.

The attractive format, appealing illustrations, direct presentation of the problem, and frank discussion of the problem with possible solutions, make this a most interesting, readable book as well as one giving sound information on child development and family relationships. It will be profitable reading for boys and girls of high school age and also for parents and teachers.—Reviewed by NANCY NUNNALLY, instructor, Indiana University.

RELIGION IN THE KINDERGARTEN. By Rosemary K. Roorbach. New York: Harper and Brothers, 1949. Pp. 218. \$2. This

book will be welcomed by all who are working in kindergartens where spiritual values are of concern. It provides program material—including units on growing things, home and family, community workers, seasonal changes, Christmas, and the church—based on the experiences and needs of the four- and five-year-old child. A good bibliography of additional resources is appended to each unit. Helpful suggestions for equipping the kindergarten room will be found in the detailed information on color scheme, toys, pictures, books and furnishings.

The focus of the book on the growth of the child rather than activities, program, or schedule is an educational emphasis important for all teachers. And there is a valuable chapter on cooperation between kindergarten and home with a needed emphasis on the status and authority of the parent.

Much of its material will be already known to experienced and trained kindergarten teachers. At the same time inexperienced teachers will have difficulty handling some of its program suggestions.—Reviewed by GRACE E. STORMS, Division of Christian Education, Board of Home Missions of the Congregational Christian Churches, Boston.

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Bulletins and Pamphlets

Editor, CELIA BURNS STENDLER

For Parents and Teachers

GETTING ALONG IN THE FAMILY. By Jane Mayer. Illustrated by Ruth Allcott. Parent-Teacher Series. New York: Bureau of Publications, Teachers College, Columbia University. Pp. 44. 60c. In this pamphlet, parents will find help in understanding some of the dynamics operating in family situations. Problems of the ambitious parent, of sibling rivalry, of parent conflict are discussed in the context of specific situations. But Miss Mayer's greatest contribution probably lies in the suggestions she gives for developing a warm, friendly home atmosphere; the planning for Christmas; the development of family traditions; the arrangements when company comes; the family projects—all will help parents to see vividly what form wholesome family living might take.

FIRST STEPS. Compiled by C. Elta Van Norman and Elizabeth S. Rowles. Geneseo, N. Y.: Geneseo State Teachers College. Pp. 48. 50c. This is a very helpful annotated bibliography of reading materials for young children and for adults who are interested in early childhood education. There are 3 sections: First Steps in the Education of the Young Child, The Young Child's Own Books and Magazines, Sources of Non-Book Materials for Use in the Education of the Young Child. The authors have done a careful job of selecting materials of a high caliber.

HOW TO DISCIPLINE YOUR CHILDREN. By Dorothy Baruch. Public Affairs Pamphlet No. 154. New York, N. Y.: Public Affairs Committee, Inc., 22 East 38th St. Pp. 31. 20c. Dorothy Baruch has written a readable, delightfully illustrated pamphlet on the ever-pressing problem of discipline. Mrs. Baruch's thesis is this: (1) Children have bad feelings within them. (2) Children should be helped to put their bad feelings into words and adults should accept the bad feelings. (3) Once the child's feelings are out and accepted by adults, he will begin to improve in his behavior.

This approach to discipline stems from the

Rogerian school of psychotherapy, and as such is subject to the dangers that come when a particular technique is used out of context and applied universally. For example, if a child wants to pinch his baby brother the mother is advised to give him a baby doll to pinch instead. But the question might be raised as to whether an emphasis upon a particular technique for dealing with sibling rivalry is very helpful or not. What if the child doesn't want to pinch the baby doll or hit the pillow instead of his mother?

Nevertheless, in general, Mrs. Baruch's approach will be extremely helpful in making parents aware of the child's point of view of discipline and so will contribute to a saner approach to child guidance.

HOMEMADE TOYS AND PLAY EQUIPMENT. By Alice Hutchinson. Extension Bulletin 216. East Lansing, Mich.: Michigan State College Extension Division. Pp. 30. Price not given. This pamphlet contains suggestions not only for toys but also for children's furniture which can be made inexpensively. Directions for cupboards, chests, lockers, tables and chairs, sturdy and creative playthings are accompanied by illustrations which should simplify construction.

ANSWERING CHILDREN'S QUESTIONS. By C. W. Hunnicutt. Illustrated by Ruth Allcott. Parent-Teacher Series. New York: Bureau of Publications, Teachers College, Columbia University. Pp. 52. 60c. Children's questions are explored and practical suggestions for parents and teachers are given. The author helps us to see what a child's questions may tell us about the child and how they can be dealt with to further optimum growth and development.

Of particular concern to teachers should be the material on stimulating curiosity. Mr. Hunnicutt reports on a study of how children's questions diminish in quantity from the time they enter school through the sixth grade where 95 percent of the questions are asked by the teacher. He then goes on to give specific illustrations of how children's questions may lead to important problem-solving activities if curiosity is encouraged rather than squelched.

Mr. Hunnicutt also touches briefly on the implications of children's questions for the curriculum. While he does not advocate a

(Continued on page 50)

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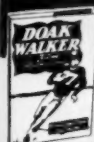
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Bulletins and PAMPHLETS

(Continued from page 48)

curriculum based upon child interests, he does have some worthwhile things to say concerning how children's questions can be used in the classroom.

PARTNERS IN EDUCATION. By Muriel W. Brown. Washington 5, D. C.: *Bulletin of the Association for Childhood Education International*, 1200 Fifteenth Street, N. W. Pp. 36. 75c. Presents a thoughtful re-examination of the purposes and problems involved in home-school cooperation and new ways of making these relationships productive. The material was collected from widely scattered communities in the U. S. by a committee that presents it in dynamic fashion around 5 main areas: Vitalizing the Partnership, Setting the Sights, Overcoming the Obstacles, Facing the Problem of Feelings, Achieving-Together.

Under each of the areas sound, forward-looking policies are presented with illustrations from real-life situations of how these policies are being carried out in various

communities. The material is so concrete and down-to-earth that its grass-roots origin is easily discernible. Under overcoming obstacles, for example, the need for comfortable places for group meetings so that parents do not have to squeeze into child-size seats, the need for a place for private conversations between teacher and pupil, the need to make school buildings as "welcoming" as possible are among the many obstacles mentioned. Classroom teachers everywhere will recognize them as important.

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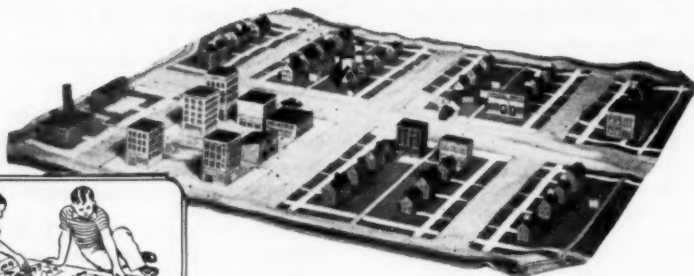
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Films Seen and Liked . . .

Reviewed by ESTHER ASCHEMEYER
and ALBERTA MEYER

EMOTIONAL HEALTH. *Produced by McGraw-Hill, 330 W. 42nd St., N. Y., 1947. Black and white, \$95. 20 min. For senior high, college and adult.* A young man who thought he had heart trouble is given a physical examination by his physician and is referred to a psychiatrist. In a series of conferences, the psychiatrist helps the young man see that his childhood fear of his father, his resentment of his baby sister, his subsequent feelings of guilt and insecurity are the bases for his present resentment of authority, his fears and emotional disturbances, with their accompanying physical upsets. His understanding of the causes of his emotional difficulties and his conscious effort to take a more active part in school affairs, enables the young man to forget himself and become a normal person again.—A. M.

OVERDEPENDENCY. *Produced by National Film Board of Canada, 1270 Avenue of the Americas, N. Y., 1949. Black and white, \$75. 32 min. For parents and teachers.* This film shows how an over-solicitous mother and sister and an insensitive father developed an over-dependent boy who grew into a young man unable to face his responsibilities. The young man, with the help of a psychiatrist and an understanding wife, is at last able to cut loose from home and prepare himself to live a normal emotional life.

Excellent for parents and teachers are its flashback scenes showing the kind of handling that leads to overdependency in the adult.—A. M.

CHILDREN MUST LEARN. *Produced by Educational Film Institute of NYU in cooperation with the University of Kentucky, New York University Film Library, 26 Washington Place, N. Y. Black and white, \$75. 20 min. For teachers in training, teachers in-service, and parent groups.*

Against a musical chorus background the film deals with a low income family living on impoverished land in the hill country of the South. The family consisting of mother, father and young children are shown in a one

(Continued on page 52)

Young Scott Books for Fall

(Publication date: September 15)

**THE SIZE OF IT:
A First Book About Sizes
by Ethel S. Berkley**
Ages 6-8, \$1.00

ETHEL S. BERKLEY has been teaching non-numerical arithmetic—the facts of size and relationships without numbers, as a basis for later understanding of arithmetic. This book is a result of her experience with the subject. Illustrations by KATHLEEN ELGIN.

**THIS IS THE WATER
THAT JACK DRANK
by William R. Scott**
Ages 3-7, \$1.50

Using the familiar *House That Jack Built* pattern, this book starts with the glass of water that Jack drinks and traces it from the faucet, to the pipe, the main, the water-works, and on back to its source: "The cloud, cool, white, and high that dropped the rain from a darkening sky." Repetition of words and phrases makes this an excellent easy-reading book. Illustrations by CHARLES G. SHAW.

**WHAT DO THEY SAY?
by Grace Skaar**
Ages 2-4, \$1.00

A young cardboard book about animals, this one surveys the language used in the familiar animal world. It ends with the discovery that each animal has only one "word", but children can say everything the animals say—and lots more.

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Keeping Up With Our Children

(Continued from page 35)

to his point of view, and to his speed of receptivity and responsiveness?

Children are eager and ready. Given the right scope for their capabilities they respond. That is our challenge. We must not sit back and just wait for things to happen. We can make their environment dynamic and meaningful. We must provide full scope for self-realization, not underestimating the tremendous capabilities of the preschool child.

It is wise for us constantly to ask ourselves, Are we using arbitrary boundaries of maturity as an excuse for not extending our efforts to discover ways to help the young child to further development? If we are, then we are not growing ourselves. Let us grow and keep up with our children and their growing needs!

Films Seen and Liked

(Continued from page 51)

room shack where their living conditions are extremely poor. One of the children trudges off across the valley to a rural schoolhouse in which the learning program followed is one prescribed by the state. The ragged and undernourished children of this school are learning things for which they have no need instead of being taught ways of bettering their economic conditions and those of their families. The children *must learn*, but the school is misinterpreting its functions in administering its learning program.—E. A.

TIPS FOR TEACHERS. *Produced by Jam Handy in cooperation with Aviation Service Schools, Bureau of Aeronautics, 1775 Broadway, N. Y. Black and white, \$66. 20 min. For teachers in training and in service.* The film opens with the thought that good teaching is an art and that there is a science of teaching. The three P's of teaching are presented, showing by means of flashbacks, good and bad practices. In discussing the first P, *Personality*, the speaker demonstrates that attitude, appearance and voice are important aspects of personality. The second P, that of *Preparation*, is shown by the outlining of steps in plans for lessons. The third P, *Presentation*, revolves around

Editor's Note: All films reviewed here are 16 mm. sound.

two aspects, demonstration and summary.—E. A.

BABY SITTER. *Produced by Young America Films Inc., 18 E. 41 St., N. Y. Collaborator Gladys Witt Romanoff, director, Kips Bay-Yorkville School for Baby Sitters and consultant in guidance, Finch Jr. College. Black and white, \$48. 14 min. For grades 8 up; adults.* Mary Gibson, an experienced baby sitter, goes to the Brown home for the first time. Before being left in charge of the children she has an opportunity to become acquainted with the two children. Mrs. Brown gives her necessary information about the children and home and instructions for their care. This film would be very worthwhile for use with parents as well as with adolescents.—E. A.

A VISIT WITH COWBOYS. *Produced by Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill., 1949. Black and white, \$45. 10 min. Teacher's guide. For primary and middle grades.* Here is a film all those gun-toting would-be cowboys, aged three to twelve, should see to get their facts straight. Throughout this excellent presentation there is not a shot fired, and only one gun in evidence—and that one, worn by a visiting eastern boy through whose eyes we view cowboy life, disappears when the boy adopts real western styles. The day by day life on a ranch makes an interesting picture. Cowboys are shown riding the fences; saddling, shoeing, breaking and feeding their horses; herding cattle; lassoing and branding calves; and participating in a rodeo. The use of trucks for trips to town and jeeps for ranch inspection is shown. The pictures are clear and detailed; narration is well-paced; the boy actor is natural and likeable. This is one cowboy picture even teachers and parents will approve.—A. M.

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